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ABSTRACT

This report provides a detailed summary of California Assessment Program (CAP) test results for the San Diego, California, City School District. The CAP achievement tests in reading, mathematics, written language, (written expression and spelling for twelfth graders) were administered in grades 3, 6, 8, and 12. A number of tables and appendices are used to present the test results, including results for each school in the district. Highlights of the test results are summarized. Third graders scored above statewide averages in all areas, improving for the third consecutive year. Sixth graders scored above state averages in written language and mathematics, and equaled the state average in reading. Language and mathematics scores increased, while reading scores declined. In grade 8, mathematics scores were well above the state average, and reading and language scores were slightly above average. Twelfth grade mathematics scores continued to be well above the state average. Reading, written expression, and spelling scores were above state averages; the previous year, they were not. (GDC)

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San Diego City Schools
PLANNING, RESEARCH AND EVALUATION DIVISION

CALIFORNIA ASSESSMENT PROGRAM STATEWIDE TESTING RESULTS BY DISTRICT AND BY SCHOOL

ED261069

1983-1984 SCHOOL YEAR

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No. 385

November 27, 1984

EVALUATION DEPARTMENT REPORT

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CALIFORNIA ASSESSMENT PROGRAM
STATEWIDE TESTING RESULTS
BY DISTRICT AND BY SCHOOL

1983-84

November 27, 1984

San Diego City Schools
Planning, Research, and Evaluation Division
Evaluation Department
Testing Unit

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EXECUTIVE SUMMARY

CALIFORNIA ASSESSMENT PROGRAM
STATEWIDE TESTING RESULTS
BY DISTRICT AND BY SCHOOL
1983-1984 SCHOOL YEAR

The state-mandated California Assessment Program (CAP) tests were administered to all California students participating in the regular school program at Grades 3, 6, 8 and 12. The Grade 12 test was given in December, 1983. Students in Grades 3, 6, and 8 were tested in April-May of 1984. Test results for the San Diego City School District are analyzed and displayed in the body of this report. Results by school may be found in the appendices. Additional data and analyses are also included in the appendices for the reader wishing to review the districtwide results in greater detail.

Grade 3

District Grade 3 pupils scored, on the average, above the statewide averages in Reading, Written Language and Mathematics. In all three content areas, San Diego Grade 3 CAP scores have consistently trended upward since 1979-80 (the first year of the new version of the Grade 3 test).

Grade 6

Spring 1984 District average scores were above the corresponding State values for Written Language and Mathematics, and equaled the State average score for Reading. Language and Mathematics scores for the District and State have increased each year since 1979. Reading scores have declined the last two years for both the District and the State.

Grade 8

California students were tested at Grade 8 for the first time this year. San Diego's average scores were slightly above the State values for Reading and Language, and were well above the State average for Mathematics.

Grade 12

The District Grade 12 Mathematics score continues to be well above the State average. District Reading, Written Expression and Spelling scores--all which had dipped below their corresponding State average values for the first time last year--were again above the State averages for the 1983-84 school year. This turnabout resulted from statewide averages decreasing in all four content areas, while District averages increased substantially in Written Expression and Spelling, and slightly for Mathematics.

Comparison Score Bands

Relative to the Comparison Score Bands as calculated by the California State Department of Education, District average scores were above their respective Bands for Grade 6 Written Language and Mathematics, below the Band for Grade 12 Language Expression, and within their Bands for the remaining 10 content areas.

SAN DIEGO CITY SCHOOLS

CALIFORNIA ASSESSMENT PROGRAM
STATEWIDE TESTING RESULTS
BY DISTRICT AND BY SCHOOL
1983-1984 SCHOOL YEAR

INTRODUCTION

This report provides a brief, but detailed, summary of mandated statewide achievement tests results. The information contained herein summarizes results of the state-mandated tests via the California Assessment Program (CAP). Other norm-referenced testing occurs in schools in the San Diego Unified District as a part of the Districtwide Testing Program and evaluation of externally funded projects (e.g., Chapter I). A summary of such results may be found in other documents.* This report covers only the state-mandated California Assessment Program testing.

Districtwide tests for senior high schools (CTBS, Grade 11) are annually administered in November and are reported in the spring. Results for the tests administered districtwide this spring at the elementary and junior high school levels (Grades 5, 7 and 9) were reported to the Board of Education on August 1, 1984 (Report 380). In addition to District and State mandated testing, individual schools sites may choose to administer selected norm-referenced tests to assist teachers in their assessment of student achievement.

The tests administered by the California Assessment Program (CAP) and the Districtwide Testing Program are intended to measure achievement in the "basic skills." Achievement in many other curriculum content areas indicative of the quality of education in schools is not measured by these tests.

Purposes and Functions of CAP Testing

The purpose of the legislation enacting the California Assessment Program is stated in the Education Code Section 60601:

> It is the intent of the Legislature in enacting this chapter to determine the effectiveness of school districts and schools in assisting pupils to master the fundamental educational skills toward which instruction is directed. The program of statewide testing shall provide the public, the Legislature, and school districts evaluative information regarding the various levels of proficiency achieved by different groups of pupils of varying socioeconomic backgrounds, so that the Legislature and individual school districts may allocate educational resources in a manner to assure the maximum educational opportunity for all pupils.

Furthermore, it is stated that the focus of the current state assessment program should be directed toward broad program evaluation rather than the assessment of individual pupil performance. The state assessment program is designed to identify strengths and weaknesses of various educational programs by examining group rather than individual student performance.

*See Report 380: Districtwide Testing Results by District and by School: Grades 5, 7 and 9 Spring 1984 and Consolidated Application: Final Evaluation Reports, 1983-84.

Statewide Testing Results
by District and by School
1983-84 School Year

Tests Administered and Dates

During the 1983-84 school year, state and national standardized tests were administered districtwide to approximately 70,000 San Diego students in Grades 3, 5, 6, 7, 8, 9, 11, and 12, to obtain data for two testing programs. The programs are the California Assessment Program and the Districtwide Testing Program. The types of tests and the testing periods for these two testing programs were as follows.

California Assessment Program

Survey of Basic Skills: Grade 3 administered in late April and early May 1984, covering content areas of Reading, Written Language, and Mathematics.

Survey of Basic Skills: Grade 6 administered in April 1984, covering content areas of Reading, Written Language, and Mathematics.

Survey of Academic Skills: Grade 8 administered in April 1984, covering content areas of Reading, Written Language, and Mathematics.

Survey of Basic Skills: Grade 12 administered in December 1983, covering areas of Reading, Written Expression, Spelling, and Mathematics.

The California Assessment Program test at Grade 12 was identical to the test used the previous nine years. The third grade test was administered for the fifth time this spring. Previously, Grade 3 pupils were tested only in the content area of Reading. At Grade 6, a new test was administered for the third time during this past spring. Grade 8 was tested for the first time this spring. (More information follows regarding the Grade 8 test.)

Districtwide Testing Program

Comprehensive Tests of Basic Skills, Level G, Form U, administered to Grade 5 students in April 1984, covering curriculum areas of Reading, Language, and Mathematics (reported August 1, 1984, Report 380).

Comprehensive Tests of Basic Skills, Level H, Form U, administered to Grade 7 students in April 1984, covering curriculum areas of Reading, Language, and Mathematics (reported August 1, 1984, Report 380).

Comprehensive Tests of Basic Skills, Level J, Form U, administered to Grade 9 students in April 1984, covering curriculum areas of Reading, Language, and Mathematics (reported August 1, 1984, Report 380).

Comprehensive Tests of Basic Skills, Level K, Form U, administered to Grade 11 students in November 1983, covering curriculum areas of Reading, Language, and Mathematics (reported February 28, 1984, Report 365).

The tests administered for Districtwide Testing Programs at the elementary and junior high school levels were changed to different grade levels in recent years to reduce the amount of instructional time consumed by testing. Also, the district program changed from CTBS, Form S to CTBS, Form U at all grades two years ago. More details may be found in Report 380.

Characteristics of CAP Tests

Matrix Sampling and Test Content

Tests of the California Assessment Program are designed to assess the general educational program to which the pupils have been exposed during their elementary and secondary school years. Neither individual pupils nor individual classroom results are reported. The results can be used to compare the performance of a school or district to others throughout the state. Furthermore, the tests can be used to compare the performance of a school or district to others with similar pupil and community characteristics.

The CAP tests differ from other tests used in assessment programs. Normally, each pupil is given the same test as every other pupil in that grade. The CAP tests do not test every pupil with identical test items. Instead, each test employs a special technique called "matrix sampling" in which each pupil takes only a small portion of a larger test. Pupil scores are aggregated at the school and district level so that overall performance scores can be reported for schools and for districts. Matrix sampling is considered by many as an efficient procedure to use when the purpose of the testing is to obtain information about groups rather than individuals. It allows measurement of a broader range of objectives in a much shorter period of time than is required by traditional testing procedures. For instance, the Grade 3 survey test contains 1020 separate items. These items are divided into 30 parallel forms, each containing 34 items. Each of the forms has the same number of easy and difficult items. The directions for administration are the same for all 30 forms so that all forms can be administered simultaneously in a single classroom.

Table 1 provides a concise overview of the number of items, number of forms and general descriptions of the skills tested in Grades 3, 6 and 12 by the California Assessment Program. Circle graphs may be found in Appendix B which provide further insight into the relative weighting of the tests. The new Grade 8 test is described separately.

Scores Reported by the California Assessment Program

CAP tests were first administered in May 1974, using the matrix system of testing. Unlike nationally standardized tests, in matrix testing each student is administered only part of the total test. Thus, there are no individual student test results--only results for schools and districts.

For Grade 12, the results are pooled for a school or district for the multiple forms. The number of items answered correctly divided by the total number of items administered yields a "percent of items correct" score.

For several years the chief vehicle for reporting the CAP results had been the percent correct score. The percent correct score was useful in that it allowed school personnel to assess their results by comparing their scores with those of previous years. Unfortunately, percent correct scores did not lend themselves very well to other kinds of comparisons such as comparing a school's performance in reading to that in math. Such comparisons are not possible because some skills are inherently more difficult than others. Statewide pupil performance in some skills will range in the 50-60 percent correct bracket while pupils will score much higher in other skills.

Also, when a test is changed, as were the tests at Grades 3 and 6, one cannot directly compare the percent correct scores. Since the new Grade 3 test was more difficult, nearly all schools had a lower score for 1979-80, simply because it was a different, harder test--not because the students could not read as well.

To eliminate problems of noncomparability among skill areas, among content areas, and between different tests, CAP introduced a scaled score reporting system (for Grade 3 data four years ago and for Grade 6 two years ago). No absolute minimum or maximum scaled score exists, but almost all schools will have a score between 100 and 400. This score, in contrast to percent correct, has several purported advantages, most notably the following:

- One can compare performance across the years (in spite of different tests).
- One can compare performance across content areas.
- One can compare performance across skill areas.

One useful feature of the statistically derived scaled scores is that they also allow comparisons of previous CAP tests for 1979-80 and 1980-81 with the newly developed test.* The scale is designed to be useful for many years to come, regardless of the number of test changes that might be made over a long period of time. The scale is not subject to change based on the performance of the state as a whole. That is, it is not re-normed or adjusted in any way. A school/district can monitor its progress independent of the amount of progress made by other schools/districts.

For both Grade 3 and Grade 6 tests, the achievement for the average (mean) pupil in California was set to a scaled score of 250 for the 1979-80 testing. Bearing some similarity to the more familiar Consumer Price Index, the score of 250, although arbitrary, becomes a useful point of reference for monitoring change from earlier years or changes to be noted in future years.

Since the scores for the content areas of Reading, Language and Mathematics are all on the same scale, it is possible to compare the performance of a school in Reading to its performance in Math without making any translation into normative scores, such as percentile ranks.

In addition to the percent correct score (or a scale score for Grades 3, 6 and 8), a percentile rank score can be obtained. This score is arrived at by ranking school and district percent correct scores (scale scores) from high to low in separate distributions. With changing tests and changing norms, the percentile rank scores of CAP have caused some confusion over the years. The State Department encourages districts (and the media) to use scale scores for comparison since they do not suffer from most of the weaknesses of the CAP percentile ranks.

*This linkage is possible because pupils in a sample of schools took both old and new versions of the tests at Grades 3 and 6 for equating studies conducted by the State Department of Education.

Table 1
Contents and Format of Tests Administered in the California Assessment Program, 1983-84

Grade	Name of test and content areas	Number of items	Matrix Sampling	Number of forms	Number of items per form	Skills tested
Three	Survey of Basic Skills: Grade 3	1,020	Yes	30	34	
	Reading	270			9	Word identification (phonics and structural analysis); vocabulary; comprehension (literal and inferential); study-locational
	Written language	390			13	Word forms; standard English usage; language choices; sentence recognition; paragraphs; capitalization; punctuation; spelling
	Mathematics	360			12	Counting and place value; operations; nature of numbers and properties; geometry; measurement; patterns and graphs
Six	Survey of Basic Skills: Grade 6	1,240	Yes	40	31	
	Reading	418			10	Vocabulary; comprehension (literal, inferential, interpretive, critical/applicative); study-locational; reading in the content areas (word meanings, comprehension of literature passages, comprehension of science passages, comprehension of social studies passages)
	Written language	342			9	Writing process skills (judging student writing, paragraphs, sentence combining, sentence recognition, language choices); supporting skills (standard English usage, word forms, spelling, capitalization and punctuation)
	Mathematics	480			12	Counting, numeration, and place value; nature of numbers and properties; operations; expressions, equations, and coordinate graphs; geometry; measurement; probability and statistics; tables, graphs, and integrated applications; problem solving
Twelve	Survey of Basic Skills: Grade 12	558	Yes	18	31	
	Reading	144			8	Vocabulary; comprehension (literal, interpretive-critical); study-locational
	Written expression	144			8	Sentence recognition; sentence manipulation; capitalization and punctuation; paragraphs; word forms; language choices
	Spelling	72			4	Recognition of a misspelled word in the context of a sentence
	Mathematics	198			11	Arithmetic (number concepts, whole numbers, fractions, decimals); algebra; geometry; measurement; probability and statistics

See Appendix B for graphic displays of skills tested by California Assessment Program for Grades 3, 6, 8 and 12.

CAP TEST RESULTS

Survey of Basic Skills: Grade 3

Table 2 and Figure 1 illustrate the District's Reading, Written Language and Mathematics scores on the Grade 3 CAP tests. These tests have been used in their present format since the 1979-80 school year.

The scale score values provided in Table 2 are illustrated in Figure 1. The code at the bottom of the page distinguishes between "District" and "State" results. The horizontal dashed line provides a useful reference score, 250. By definition, a scale score of 250 represents the achievement for the average (mean) third grade pupil in California for 1979-80.

A few noteworthy points which are contained in Table 2 and Figure 1 follow.

- For each of the content areas of Reading, Language and Math, the mean scale score for San Diego students has consistently exceeded the corresponding statewide value for each school year.

- As illustrated in Figure 1, statewide scores have increased steadily in Reading, Language and Mathematics. This is also true for district values.

- Reviewing this year's scores as compared to last year's, the "degree of advantage" that the District has over the State decreased slightly for Reading (271 - 268 = +3 in 1983-84 compared to 268 - 263 = +5 in 1982-83). For Language, the advantage also decreased slightly (+6 vs. +8); while for Mathematics the advantage has increased slightly (+5 vs. +3). The "advantages" between the 1983-84 and 1982-83 scores for the district are illustrated in Figure 2.

- Comparing the District achievement levels in the three content areas, one may note the scale score for Mathematics (279) is the highest, followed by Language (278) and Reading (271).

- Data contained in Appendix A indicate that the District's mean scores for Grade 3 are within the State's Comparison Score Bands for Reading, Written Language and Mathematics. According to the State Department of Education, the Comparison Score Band enables the reader to compare a district's score with other districts which reported a similar set of background characteristics.

- Grade 3 background factor data in Appendix A (illustrated in the graphs on pages 18 and 19), seem to have leveled-off or improved slightly (e.g., Socioeconomic Index) according to the CAP profile provided by the State. This has resulted in higher Comparison Score Bands for the district to strive to exceed. Pages 20 and 21 have graphs illustrating the Bands.

For the reader wishing to review individual school data for CAP Grade 3 test results, Appendix C contains the coresponding school-level values with corresponding background factors for each school.

TABLE 2

CALIFORNIA ASSESSMENT PROGRAM
DISTRICT AND STATE SCALE SCORES
1979-80 THROUGH 1983-84
GRADE 3

Content Area	Reading					Written Language					Mathematics				
School Year	79-80	80-81	81-82	82-83	83-84	79-80	80-81	81-82	82-83	83-84	79-80	80-81	81-82	82-83	83-84
Scale Scores															
District	258	260	263	268	271	255	258	267	274	278	257	262	265	270	279
State	250	254	258	263	268	250	255	260	266	272	250	254	261	267	274

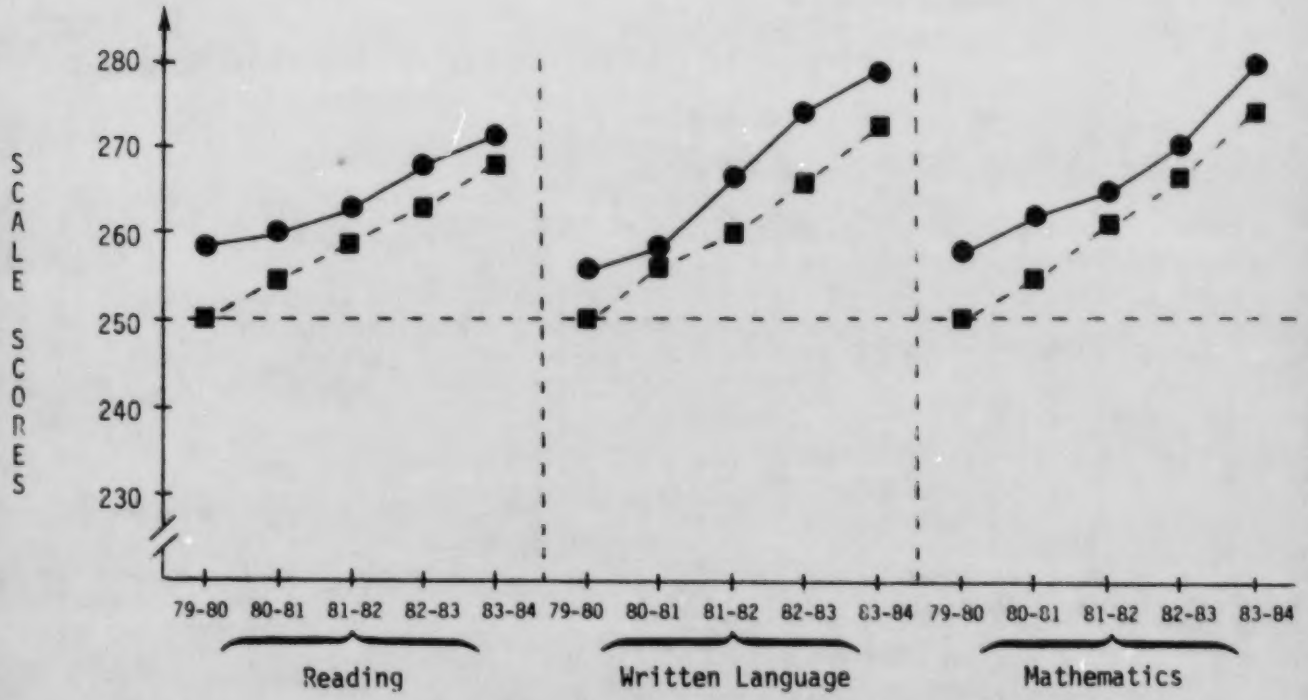


FIGURE 1

GRAPHIC DISPLAY OF GRADE 3 SCALE SCORES

District ●——● State ■- - - - -■

Survey of Basic Skills: Grade 6

Data for Grade 6 results may be found in Table 3 and Figure 2. The formats of these two displays are similar to Table 2 and Figure 1. Even though this spring was the third time the new Grade 6 test was administered, five years of scale score data were provided by the State Department. This was accomplished by State CAP officials conducting an equating study between the new and old versions of the Grade 6 tests during the 1981-82 school year.

A few noteworthy observations regarding Grade 6 CAP results contained in Table 3 and Figure 2 are:

- District average scale scores for 1983-84 exceed the corresponding State averages in Written Language and Mathematics, while the District and State averages for Reading are both 249.
- The District's Mathematics average dipped slightly from last year (268 from 269), while the State's average increased by one point (260 to 261). The District and State averages for Reading both decreased significantly from last year.
- The District Language score has increased its advantage over the statewide average (+12 in 83-84 vs. +10 in 82-83). The District's advantage in Mathematics declined slightly (+7 in 83-84 vs. +9 in 82-83), and the Reading advantage was completely eliminated (0 in 83-84 vs. +3 in 82-83).
- If one were to plot "the lines of best fit" for the data points in Figure 2, it would be noted that the achievement lines for both Language and Mathematics for the District and State are increasing (sloping upward as the values move to the right). Conversely, both District and State Reading scores have declined since 1981-82 and now approximate their 1979-80 values. Their lines of best fit would be horizontal.
- For the District, the Written Language score (272) is slightly higher than the Mathematics score (268), and is considerably higher than the Reading score (249).
- Data contained in Appendix A indicate that the District's mean scores for Grade 6 are above the State's Comparison Score Bands for Language and Mathematics, and are within the band for Reading.*

In Appendix D, test results are provided for each content area for each school having Grade 6 pupils.

*To be "above one's Comparison Score Band" means that a district/school scored in the upper 25 percent of the districts statewide which reported similar background factors.

TABLE 3

CALIFORNIA ASSESSMENT PROGRAM
DISTRICT AND STATE SCALE SCORES
1979-80 THROUGH 1983-84
GRADE 6

Content Area	Reading					Written Language					Mathematics				
School Year	79-80	80-81	81-82	82-83	83-84	79-80	80-81	81-82	82-83	83-84	79-80	80-81	81-82	82-83	83-84
Scale Scores															
District	249	256	259	256	249	247	256	262	269	272	255	264	265	269	268
State	250	252	254	253	249	250	253	257	259	260	250	253	258	260	261

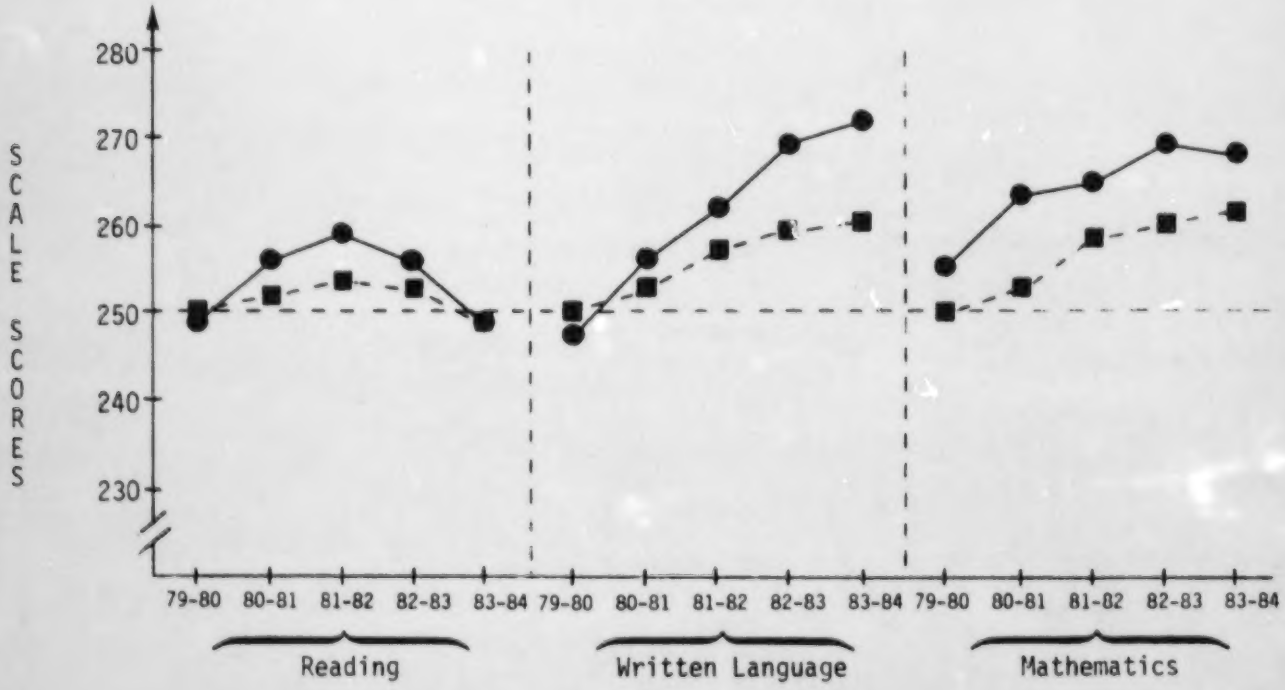


FIGURE 2

GRAPHIC DISPLAY OF GRADE 6 SCALE SCORES

District ●——● State ■- - - -■

Survey of Academic Skills: Grade 8

Grade 8 pupils were tested by the CAP program for the first time this spring. Like the CAP tests at the other grade levels, the Grade 8 exam assesses the concepts and objectives of the State's subject area frameworks using a matrix sampling approach.

The expansion of CAP into Grade 8 was authorized under a provision of Senate Bill 813 which also calls for the development of a new exam at Grade 10 and the revision of the present Grade 12 test. More information will be forthcoming regarding these developmental efforts.

According to literature provided by the State Department of Education,

The Grade 8 testing program:

- broadens to other subject areas the scope of what is tested
- fills the statewide testing gap between Grades 6 and 12
- assesses achievement just prior to student entry into high school

The test covers:

- **Reading and Written Expression** -- Reading questions are based on literature, science and social studies passages, emphasizing higher levels of comprehension. Written expression questions are based on student essays in response to the reading passages.
- **Mathematics** -- Computational abilities, problem solving, prealgebra and pregeometry skills are assessed.
- **Social Studies and Science** -- All subjects were scheduled for field-testing in May, 1984, and will become a regular part of the Grade 8 testing program in 1985 and 1986.

After Grade 8 test items were written, they were reviewed by more than 2,000 teachers in nearly 400 schools and field-tested on 30,000 students. Independent testing experts also conducted a final technical review.

All areas of the test focus on higher-level thinking skills.

Grade 8 results for Spring 1984 are displayed in Table 4.

TABLE 4

CALIFORNIA ASSESSMENT PROGRAM
DISTRICT AND STATE SCALE SCORES
GRADE 8 SPRING 1984

CONTENT AREA	READING	WRITTEN LANGUAGE	MATHEMATICS
Scale Scores			
District	252	251	263
State	250	250	250

Although only one year's data are available, the following are noteworthy.

- The District's average scores exceed the State averages in all three content areas--slightly in Reading (252 vs. 250) and Written Expression (251 vs. 250), but substantially in Mathematics (263 vs. 250).
- At Grade 8, the District's achievement in the content area of Mathematics (263) is much higher than its achievement levels in Reading and Written Expression (252 and 251, respectively).
- Reviewing data in Appendix A, all three of the District's content area scores are within their Comparison Score Bands.

Individual school scores for Grade 8 may be found in Appendix E).

Survey of Basic Skills: Grade 12

The achievement data for Grade 12 students for each of the four content areas are contained in Table 5 and are illustrated in Figure 3. The format of each is different from the corresponding data displays for Grades 3, 6, and 8.

Table 5 provides State and District statistics for Grade 12 CAP test results. The data represent the percent of items correct for each content area from 1975-76 (first year the test was administered) to 1983-84. The differences between State and District scores are provided in the right-hand column. A positive difference (+) indicates the District's mean percent of items correct exceeded the corresponding State value, while a negative difference (-) would indicate the opposite. Graphic illustrations of the eight year data sets are contained in Figure 3. The solid-broken lines represent District values, and the dashed-broken lines illustrate the State values.

Noteworthy observations regarding Grade 12 CAP results follow.

- District average scores for all four content areas of Reading, Written Expression, Spelling and Mathematics are above the corresponding state averages.

- Statewide averages decreased in all four content areas as compared to last year, while District averages increased substantially in Written Expression and Spelling and slightly for Mathematics. The District Reading score for 1983-84 was the same as the previous year.

- In Figure 3, the "lines of best fit" for District and State scores are both sloping downward for Reading. For Written Expression and Mathematics, District and State lines show a slightly declining slope over the last four years.

- The divergence in District and State scores this year (i.e., District values are up with State scores down) is different than has been the case for the past several years. The State scores had converged upon the District scores, and had surpassed District averages for the first time last year in three of the four content areas.

- Appendix A contains Comparison Score Band data for Grade 12 which indicate the District's scores are within their bands for each content area except Written Expression--which is below its band.

Again, for individuals seeking school-level information, the data are provided as an appendix. Appendix F contains Grade 12 CAP results for December 1978 through December 1983 for each of the District's senior high schools.

Summary -- District CAP Scores for 1983-84

All California students in the regular instructional program in Grades 3, 6, 8 and 12 were tested in the content areas of Reading, Language and Mathematics during the 1983-84 school year. In all instances the District's average scores are at or above the Statewide averages. The only instance in which the District's average is not above the State average is Grade 6 Reading (both District and State scores equaled 249).

San Diego's CAP scores increased from last year in 7 of 10 content area instances across Grades 3, 6 and 12. The two declines were both at Grade 6 (Reading--down 7 scale scores, and Mathematics--down 1 scale score). Grade 12 Reading scores were unchanged from last year.

California students were tested at Grade 8 for the first time this year. San Diego's average scores were slightly above the State values for Reading and Language, and were well above the State for Mathematics.

District average scores were above their respective Bands for Grade 6 Written Language and Mathematics, below the Band for Grade 12 Language Expression, and within their Bands for the remaining 10 content areas.

TABLE 5

CALIFORNIA ASSESSMENT PROGRAM
MEAN PERCENT OF ITEMS CORRECT
FOR STATE AND DISTRICT, 1975-76 THROUGH 1983-84

GRADE 12 BASIC SKILLS

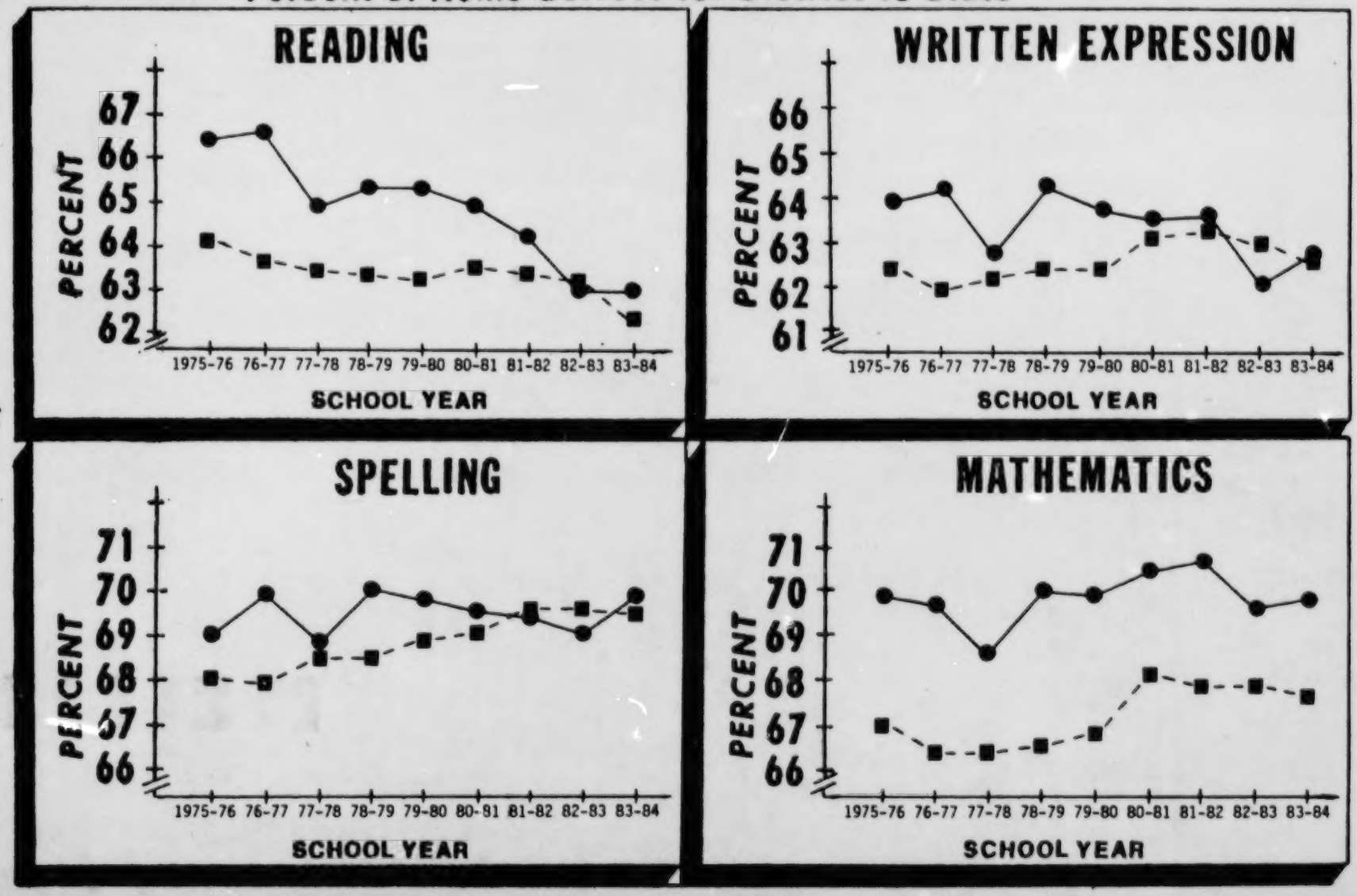
CONTENT AREA	SCHOOL YEAR	PERCENT OF ITEMS CORRECT		DIFFERENCE BETWEEN STATE AND DISTRICT PERCENT OF ITEMS CORRECT
		STATE	DISTRICT	
READING	1975-76	64.1	66.3	+ 2.2 percent
	1976-77	63.6	66.5	+ 2.9
	1977-78	63.3	64.9	+ 1.6
	1978-79	63.2	65.2	+ 2.0
	1979-80	63.1	65.2	+ 2.1
	1980-81	63.4	64.9	+ 1.5
	1981-82	63.2	64.1	+ .9
	1982-83	63.1	63.0	- .1
	1983-84	62.2	63.0	+ .8
WRITTEN EXPRESSION	1975-76	62.3	63.9	+ 1.6
	1976-77	61.9	64.1	+ 2.2
	1977-78	62.1	62.7	+ .6
	1978-79	62.4	64.2	+ 1.8
	1979-80	62.4	63.6	+ 1.2
	1980-81	63.1	63.4	+ .3
	1981-82	63.2	63.5	+ .3
	1982-83	63.0	62.0	- 1.0
	1983-84	62.6	62.7	+ .1
SPELLING	1975-76	68.0	69.0	+ 1.0
	1976-77	67.9	69.9	+ 2.0
	1977-78	68.4	68.8	+ .4
	1978-79	68.4	70.0	+ 1.6
	1979-80	68.8	69.7	+ .9
	1980-81	69.0	69.5	+ .5
	1981-82	69.5	69.4	- .1
	1982-83	69.5	69.0	- .5
	1983-84	69.4	69.7	+ .3
MATHEMATICS	1975-76	67.0	69.8	+ 2.8
	1976-77	66.3	69.6	+ 3.3
	1977-78	66.3	68.5	+ 2.2
	1978-79	66.5	69.9	+ 3.4
	1979-80	66.8	69.8	+ 3.0
	1980-81	68.0	70.3	+ 2.3
	1981-82	67.7	70.5	+ 2.8
	1982-83	67.7	69.5	+ 1.8
	1983-84	67.4	69.7	+ 2.3

FIGURE 3

Graphic Display of California Assessment Program Test Results

Survey of Basic Skills: Grade 12 1975-76 through 1983-84

Percent of Items Correct for District vs State



APPENDIX A

CALIFORNIA ASSESSMENT PROGRAM RESULTS

SUPPLEMENTAL DATA

1983-84 TESTING

PROFILE OF SCHOOL DISTRICT PERFORMANCE

1982-83

California Assessment Program

County SAN DIEGO

District SAN DIEGO CITY UNIFIED

Grade and Content Area Tested		District Mean S			Comparison Score Band	State Median
		1980-81	1981		1982-83	1982-83
Grade 3	Reading	260	2		249-271	272
	Written Language	258	26		254-270	274
	Mathematics	262	265		254-270	272
Grade 6	Reading	256	259		0-255	264
	Written Language	256	262		258	264
	Mathematics	264	265	2	62	265
Grade 12	Reading	64.9	64.1	63.0	0	63.1
	Written Language	63.4	63.5	62.0		62.7
	Spelling	69.5	69.4	69.0		69.1
	Mathematics	70.3	70.5	69.5		66.8

Notes:

1 Grades 3 and 6. The results for grades three and six are presented as scaled scores. The grade three test was new in 1980, the grade six test was first implemented in 1982. The scores from the grade six test used the previous year (1980-81) have been converted to scaled scores. Scaled scores, which range approximately from 100 to 400, permit comparisons from year to year, among content areas, and across grade levels.

2 Grade 12. Scores for all years are expressed in percent correct units. Because the test is unchanged, 1982-83 scores can be compared with those for earlier years in a given content area.

3 State Medians. The 1982-83 values for the median district in the state are given for all test scores and background factors to aid the reader in interpreting the results.

4 For explanation and interpretation of all scores and background factors, see the accompanying document, A Guide to Interpretation.

THE 1983-84 CAP PROFILE PAGE WAS NOT AVAILABLE FROM THE STATE DEPARTMENT OF EDUCATION FOR THE PRINTING OF THIS REPORT

Background Factors Used to Develop Comparison Score Bands	District Value			State Median
	1980-81	1981-82	1982-83	1982-83
Grade 3				
Socioeconomic Index	2.11	2.05	2.03	2.04
Percent AFDC	18.8	20.6	22.3	11.1
Percent LES/NES Pupils	13.1	13.5	13.7	2.6
Grade 6				
Socioeconomic Index	2.19	2.11	2.05	2.02
Percent AFDC	15.9	19.3	20.9	10.4
Percent LES/NES Pupils	7.8	8.8	9.8	1.3
Grade 12				
Parent Education Index	3.27	3.25	3.18	2.90
Percent AFDC	10.9	10.8	8.5	6.9

ional Background Factors ot Used to Develop parison Score Bands)		District Value	State Median
Pe	total	47.8	19.6
Perc	or Alaskan native	0.3	0.4
Perce	nder	8.5	1.0
Percent		4.9	0.2
Percent Bl	rigin	15.5	0.7
Percent Hisp		18.6	11.3
Percent of gradua	year or more of:		
Science -	Ge e - Life	20	16
	Gene . science - Physical	14	11
	Biology	52	43
	Chemistry	20	15
	Physics	9	5
Mathematics -	General Mathematics	26	31
	Beginning Algebra (Grades 8-12)	52	58
	Geometry	41	34
	Intermediate Algebra	30	26
	Trigonometry	11	5

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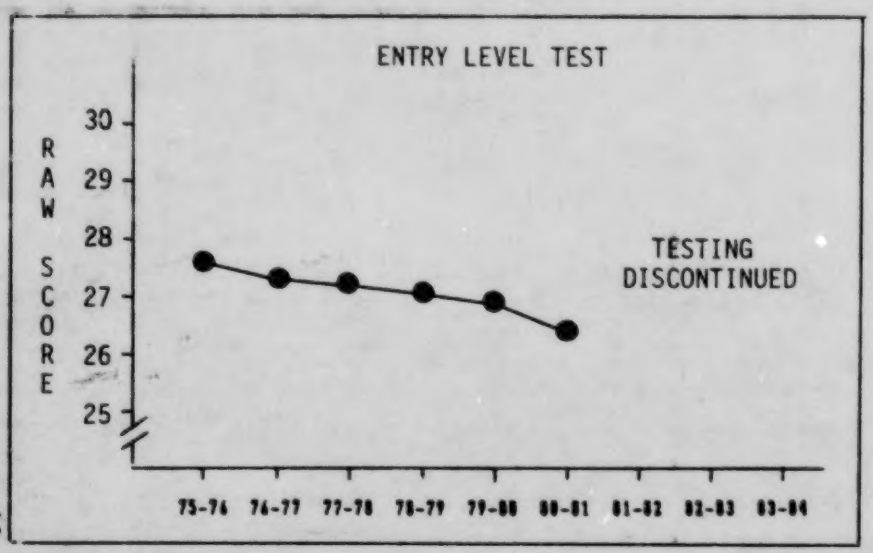
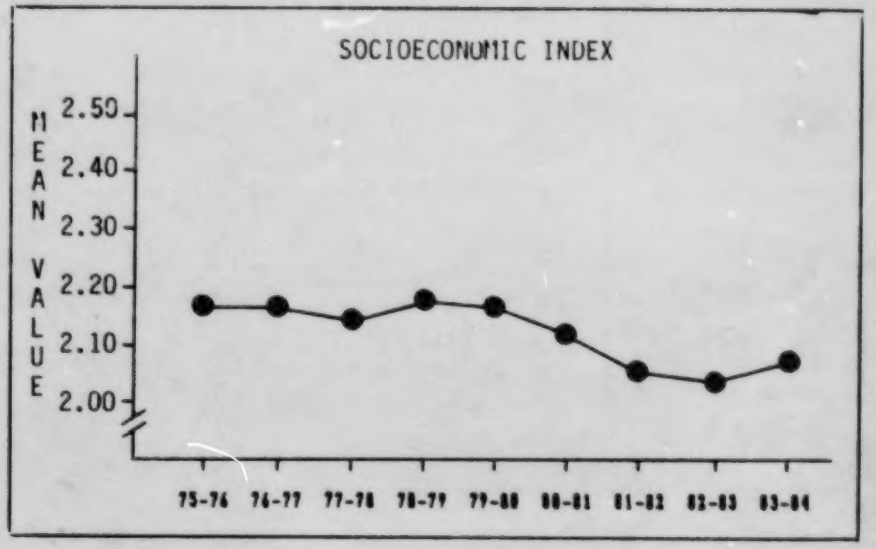
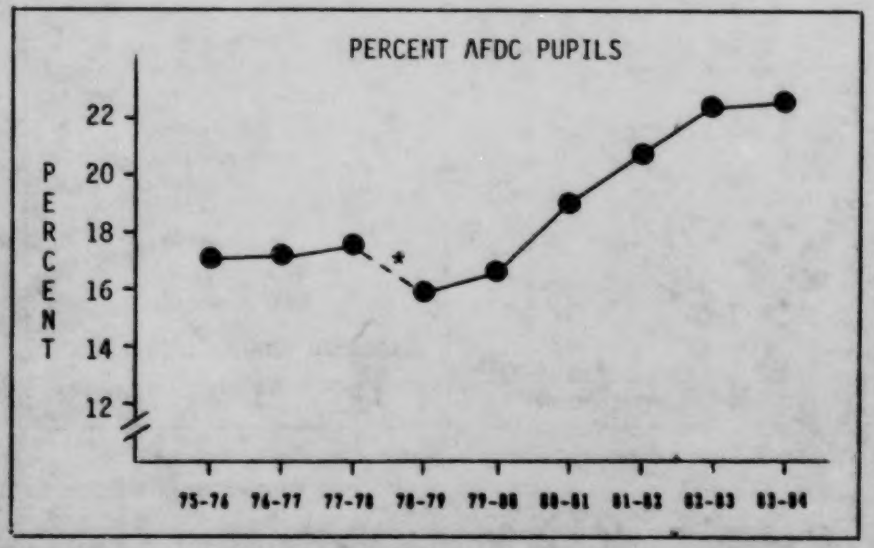
DISPLAY OF DISTRICT BACKGROUND FACTORS

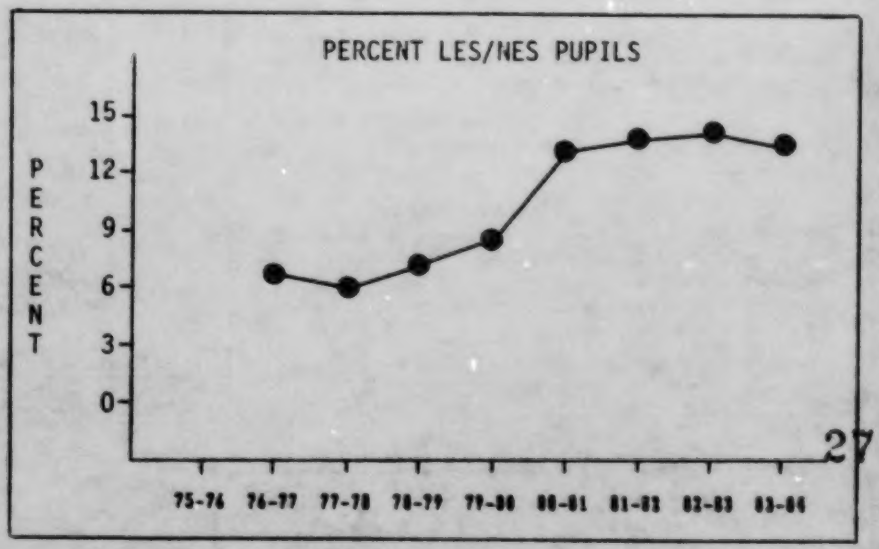
SURVEY OF BASIC SKILLS: GRADE 3

1975-76 THROUGH 1983-84



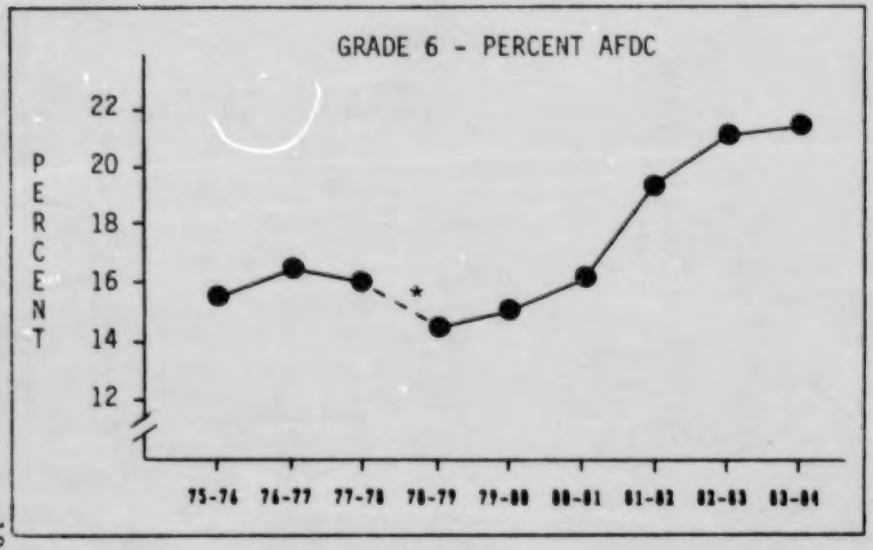


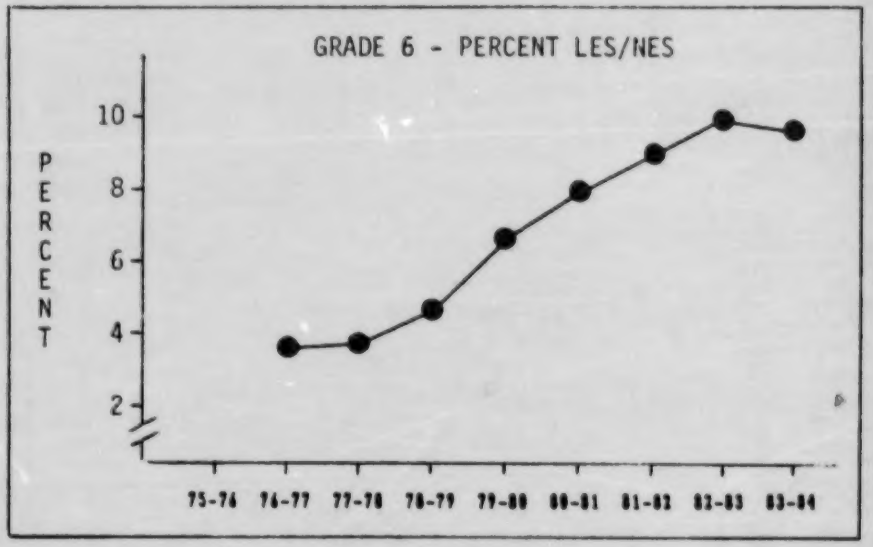


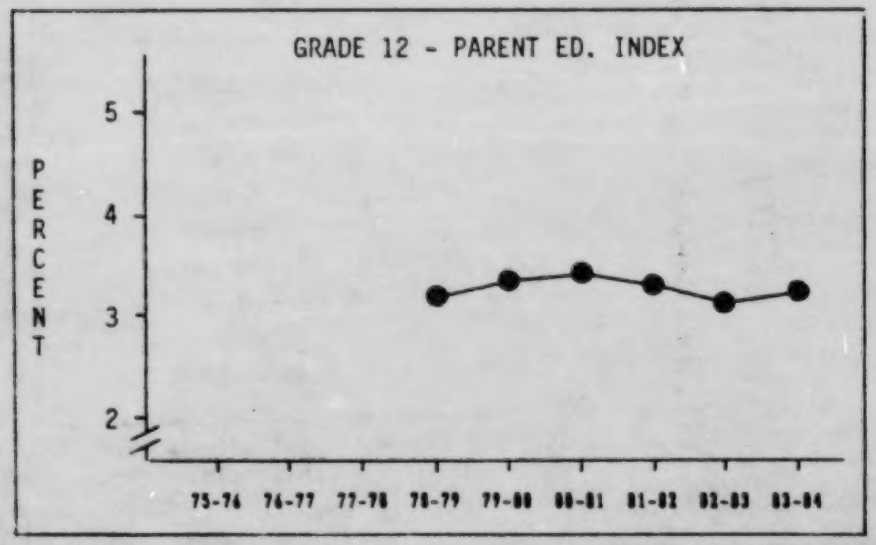


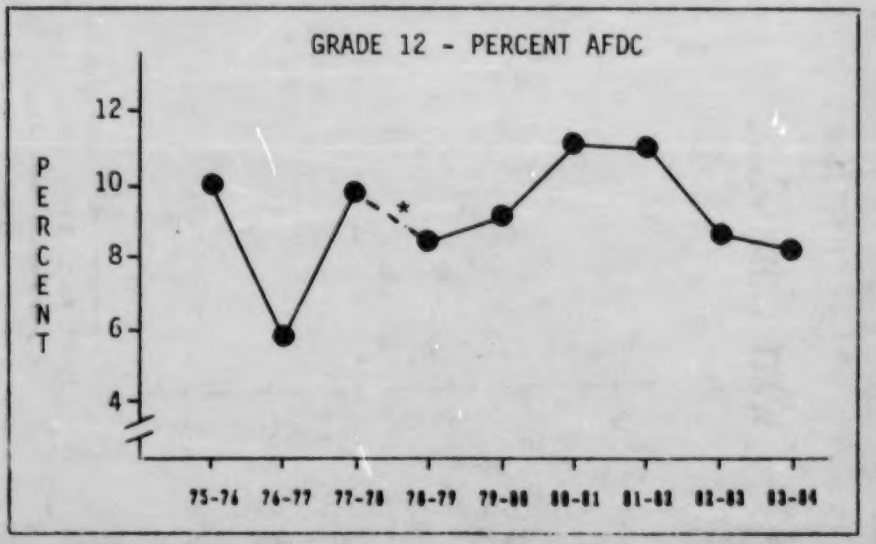
*THE FORMULA FOR CALCULATING THE AFDC PERCENT WAS CHANGED BETWEEN 1977-78 AND 1978-79.

DISPLAY OF DISTRICT BACKGROUND FACTORS
SURVEY OF BASIC SKILLS: GRADES 6 AND 12
1975-76 THROUGH 1983-84





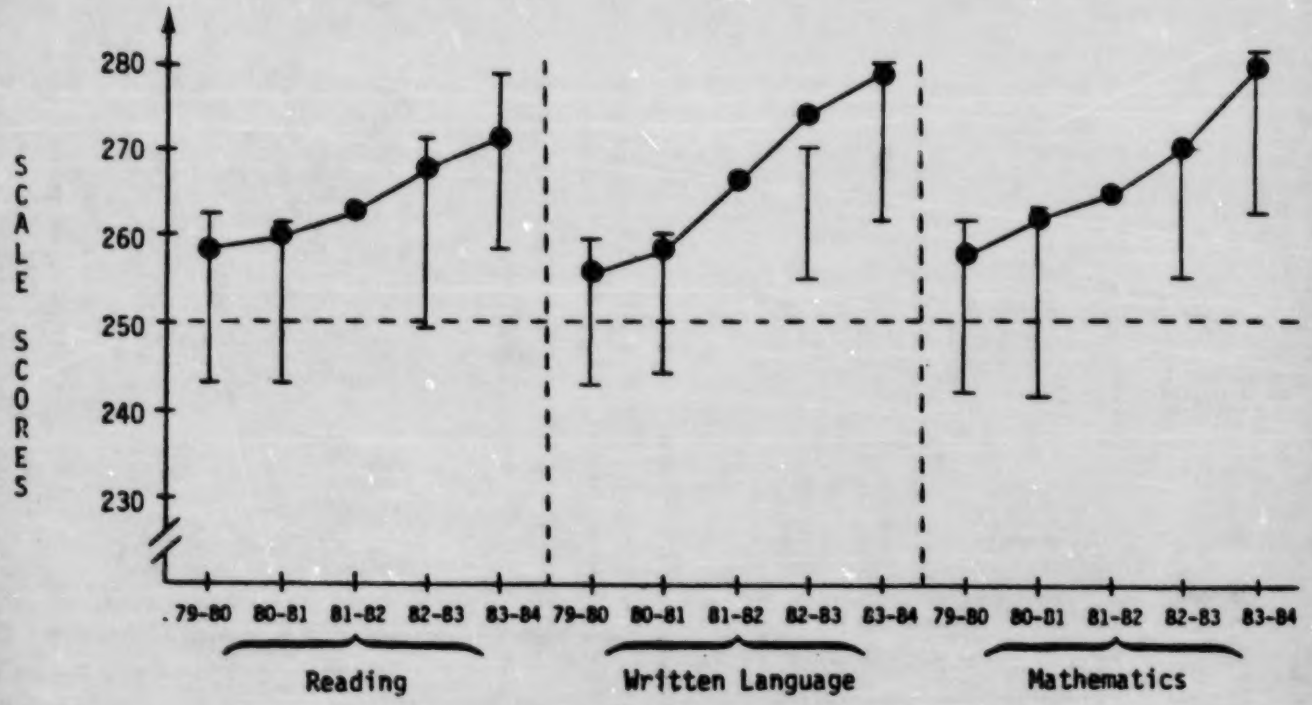




*THE FORMULA FOR CALCULATING THE AFDC PERCENT WAS CHANGED BETWEEN 1977-78 AND 1978-79.

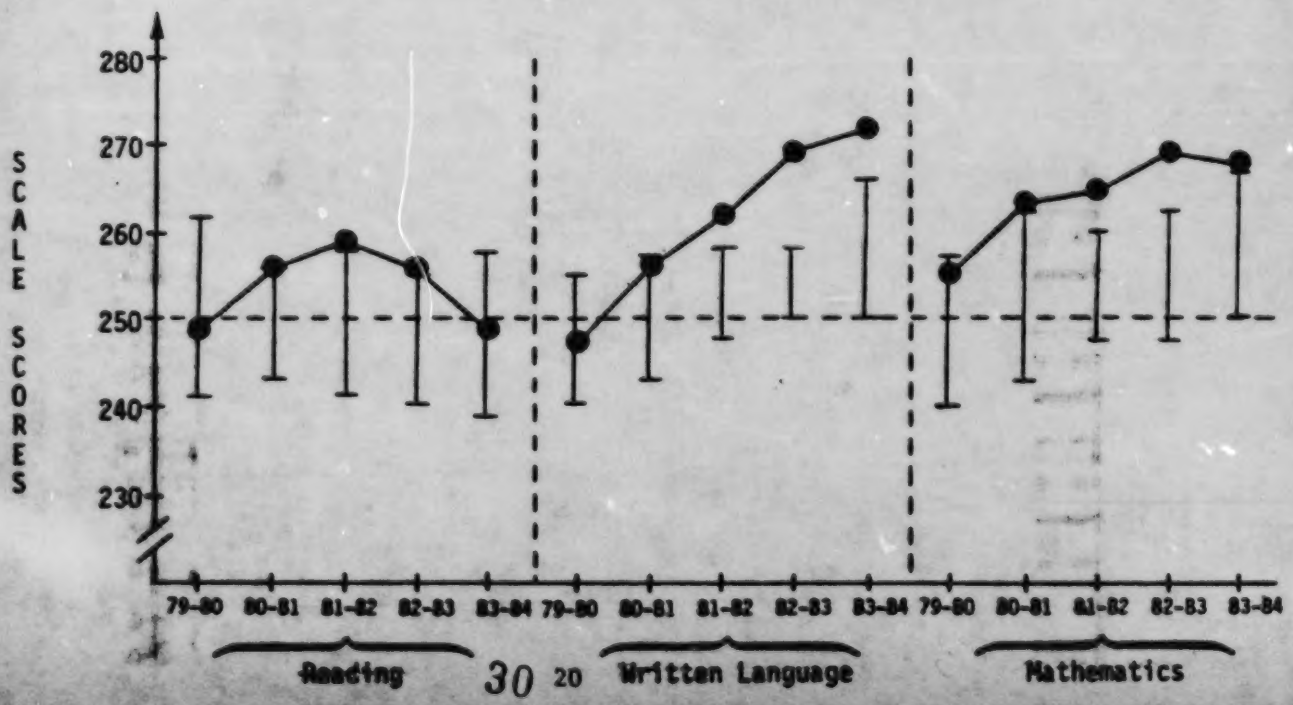
DISTRICT GRADE 3 CAP VALUES

WITH COMPARISON SCORE BANDS SUPERIMPOSED



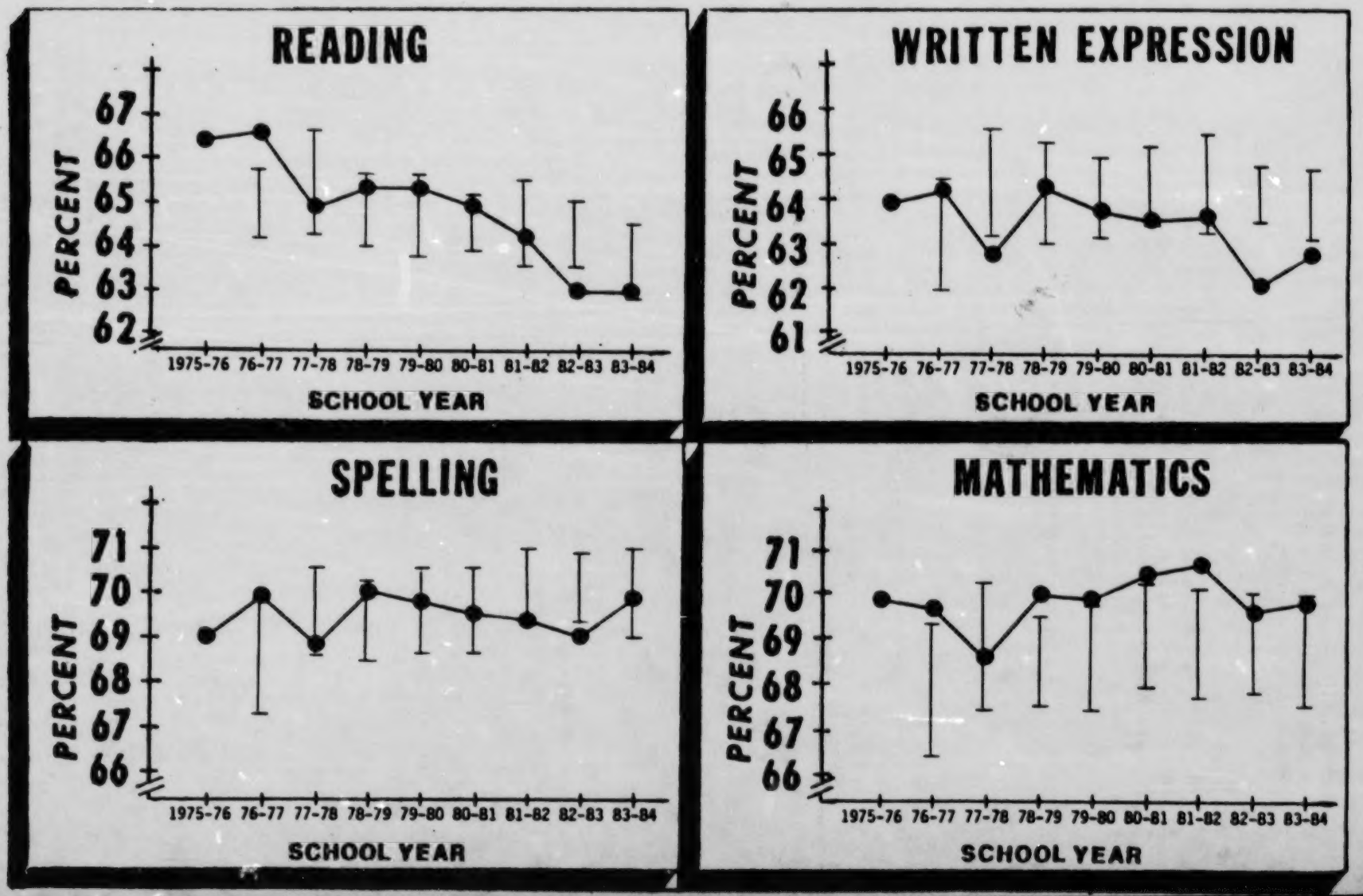
DISTRICT GRADE 6 CAP VALUES

WITH COMPARISON SCORE BANDS SUPERIMPOSED



DISTRICT GRADE 12 CAP VALUES

WITH COMPARISON SCORE BANDS SUPERIMPOSED



Statewide Testing Results
by District and by School
1983-84 School Year

The table below contains data of the number of students who were administered tests from the California Assessment Program. Non-English speaking students and certain Special Education pupils were exempted from testing.

SAN DIEGO STUDENTS TESTED BY THE CALIFORNIA ASSESSMENT PROGRAM
GRADES 3, 6, 8 AND 12

1983-84

Grade Level	Number of Pupils Enrolled*	Number Tested**	Percent Tested	Number Exempted or Absent
3	8017	7401	92.3	616
6	7995	7542	94.3	453
8	8755	8020	91.6	735
12	6466	5999	86.9	897

*Based on November 4, 1983 Report of Active Enrollment.

**Based on figures provided by the State Department of Education.

APPENDIX B

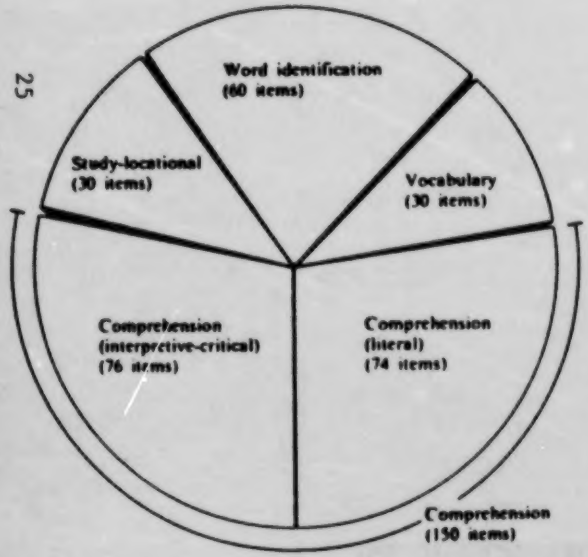
GRAPHIC ILLUSTRATIONS OF TEST CONTENT

GRADES 3, 6, 8 AND 12

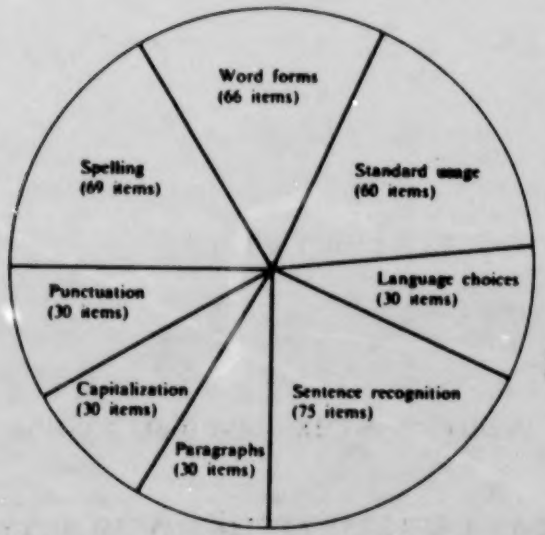
CIRCLE GRAPHS ILLUSTRATING THE NUMBER OF QUESTIONS BY SKILL AREA FOR READING, WRITTEN EXPRESSION AND MATH

SURVEY OF BASIC SKILLS: GRADE 3

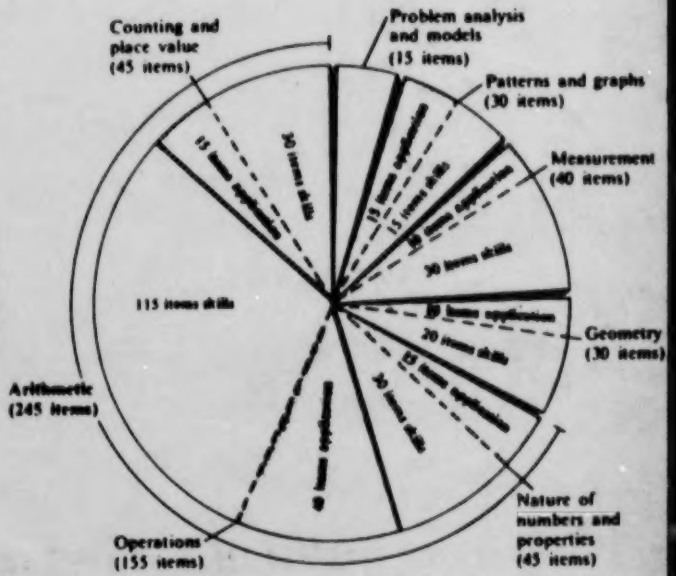
READING



WRITTEN LANGUAGE



MATHEMATICS



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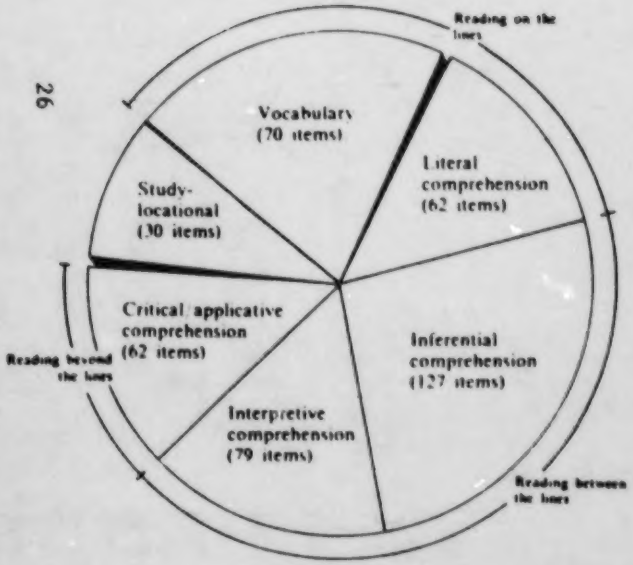
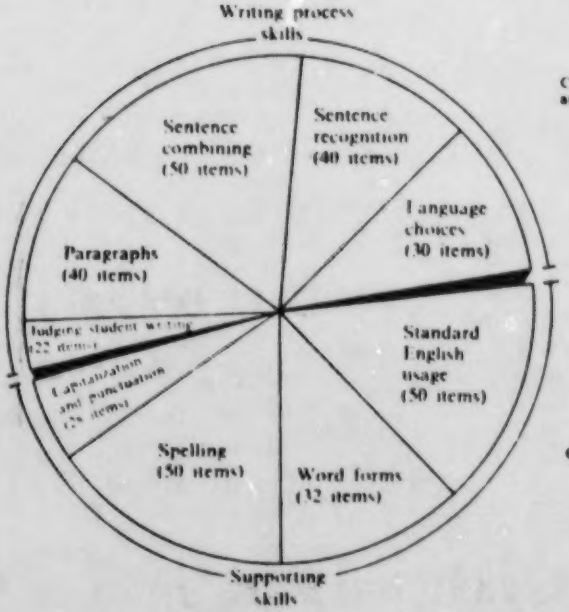
CIRCLE GRAPHS ILLUSTRATING THE NUMBER OF QUESTIONS BY SKILL AREA FOR READING, WRITTEN EXPRESSION AND MATH

SURVEY OF BASIC SKILLS: GRADE 6

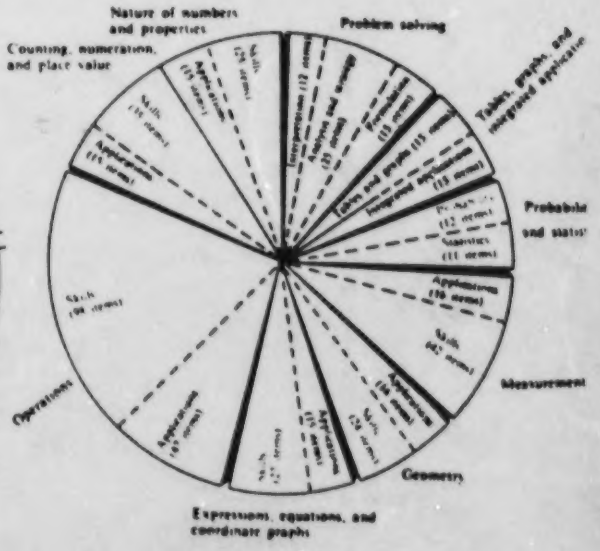
READING



WRITTEN LANGUAGE



MATHEMATICS



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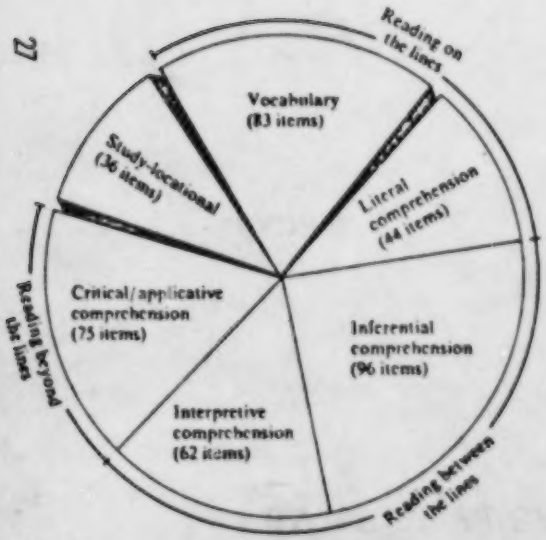
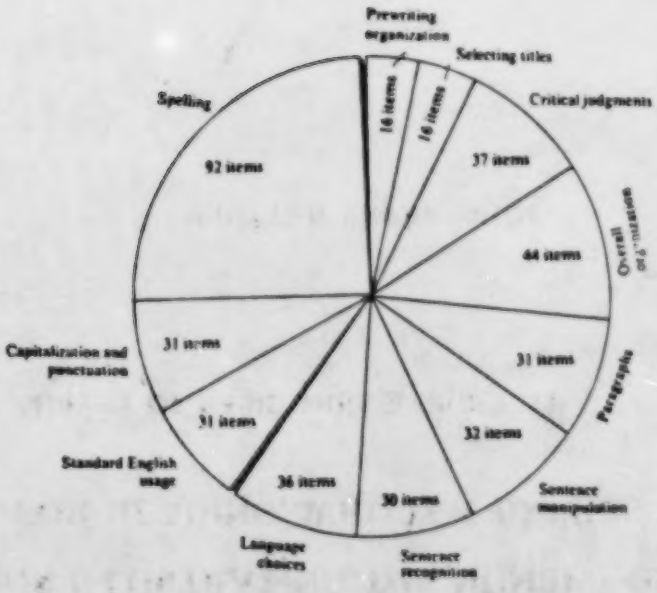
CIRCLE GRAPHS ILLUSTRATING THE NUMBER OF QUESTIONS BY SKILL AREA FOR READING, WRITTEN LANGUAGE AND MATH

SURVEY OF ACADEMIC SKILLS: GRADE 8

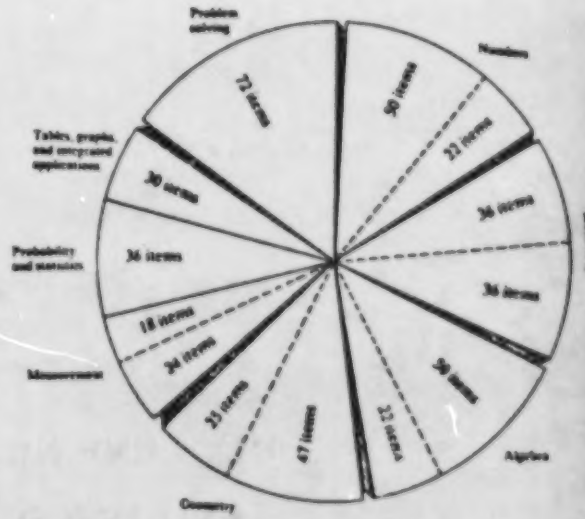
READING



WRITTEN LANGUAGE



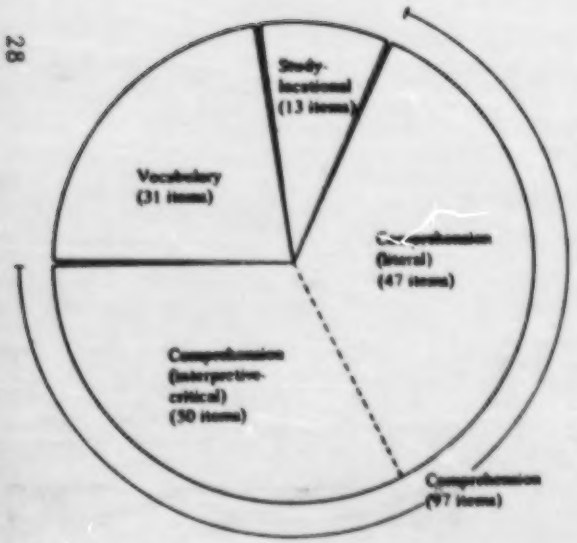
MATHEMATICS



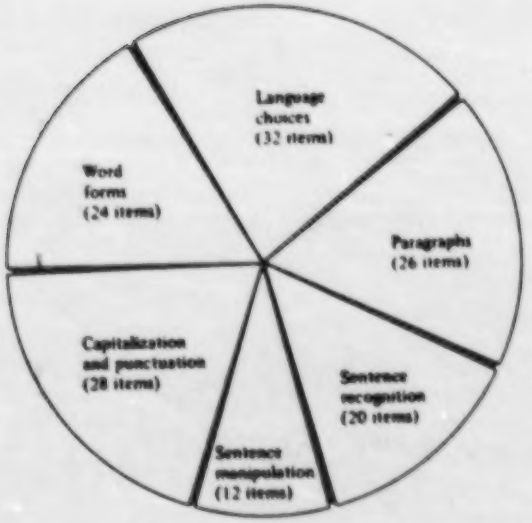
CIRCLE GRAPHS ILLUSTRATING THE NUMBER OF QUESTIONS BY SKILL AREA FOR READING, WRITTEN EXPRESSION AND MATH

SURVEY OF BASIC SKILLS: GRADE 12

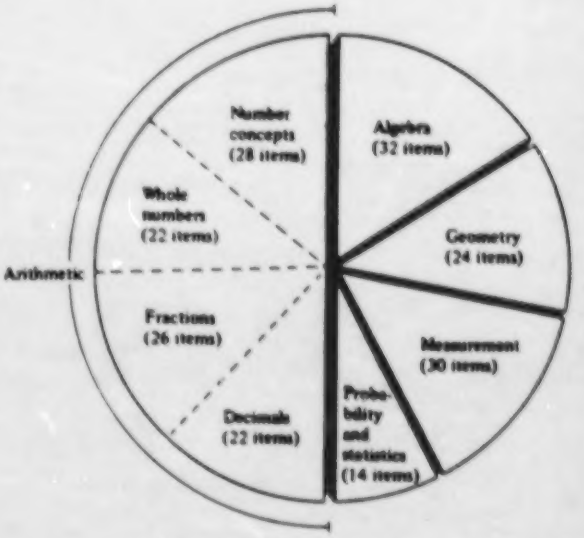
READING



WRITTEN EXPRESSION



MATHEMATICS



*There is no corresponding graphic presentation for the Spelling content area provided by the California Assessment Program

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APPENDIX C

CALIFORNIA ASSESSMENT PROGRAM RESULTS BY SCHOOL

SURVEY OF BASIC SKILLS: GRADE 3

MAY 1980 THROUGH MAY 1984

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

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SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
DISTRICT	258	260	263	268	271	255	258	267	274	278	257	262	265	270	279	54.7	2.07	22.4	13.2
ADAMS	240	242	242	240	228	246	231	256	240	242	259	248	246	257	247	53.3	1.51	31.0	34.4
ALCOTT	339	359	256	295	282	339	302	279	299	287	377	353	279	303	279	37.0	2.11	15.8	17.0
ANDERSEN	259	275	284	276	292	258	270	261	285	318	260	249	254	239	282	25.3	2.32	7.9	0.0
ANGIER	240	273	255	237	223	253	284	262	250	276	229	247	246	219	273	46.1	2.10	26.4	0.0
AUDUBON	216	240	225	220	245	224	229	229	233	236	222	250	254	239	246	72.0	1.74	24.0	12.6
BAKER	163	217	197	227	[illegible]	184	202	208	236	241	200	220	212	244	238	73.8	1.74	37.5	31.7
BALBOA	170	202	212	222	215	184	203	212	220	228	193	211	223	246	226	92.3	1.41	42.0	44.5
BARNARD	273	253	260	270	236	269	248	257	259	260	275	263	276	252	260	35.8	2.11	17.3	18.5
BAY PARK	310	306	298	287	310	311	278	283	286	289	273	277	291	289	299	39.8	2.59	16.0	21.6
BAYVIEW TERRACE	250	304	266	269	276	270	294	291	289	278	252	301	264	271	298	33.7	1.79	22.3	8.1
BENCHLEY/WEINBERGER	272	321	324	301	291	255	278	322	300	314	235	314	330	282	291	35.3	2.52	13.5	4.7
BIRD ROCK	332	346	282	302	327	315	372	266	317	330	321	355	299	277	325	33.6	2.27	7.4	23.5
BIRNEY	241	248	235	248	266	229	267	226	243	276	241	251	237	245	273	50.6	1.64	29.6	19.6
BOONE	234	247	237	254	256	235	240	244	258	269	217	238	242	255	255	77.3	2.21	26.5	5.9
BREEN	275	290	290	259	309	283	303	305	273	294	261	291	283	265	289	34.7	2.68	8.1	0.0
BROOKLYN	223	235	237	226	223	206	232	241	239	234	216	209	235	238	259	70.8	1.63	37.5	19.0
BURBANK	184	147	206	272	276	191	154	203	259	312	185	174	232	264	319	81.9	2.14	38.4	65.2
CABRILLO	295	264	263	301	256	281	262	275	332	262	279	267	274	296	295	35.5	1.70	16.2	16.2
CADMAN	286	280	235	266	277	265	252	238	259	271	285	270	238	248	298	59.6	1.85	23.6	33.3
CARSON	252	206	220	225	210	228	207	222	228	205	250	227	243	220	240	75.2	1.35	36.8	41.0

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *1983-84 ETHNIC CENSUS*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983-84 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
CARVER	233	272	265	266	285	252	254	260	277	283	269	232	225	267	343	50.6	1.65	23.7	7.7
CENTRAL	209	192	228	278	244	200	197	238	278	251	202	198	254	270	249	74.3	1.43	39.5	34.6
CHESTERTON	248	259	246	262	295	253	261	258	272	274	284	268	290	265	294	47.6	2.75	22.3	4.2
CHOLLAS	203	185	221	274	268	190	196	215	281	265	212	224	254	316	289	70.2	1.52	32.1	38.3
CLAY	319	300	316	305	337	309	289	312	302	340	280	278	295	296	351	37.0	2.08	14.8	2.4
CLEVELAND	342	294	292	341	---	323	297	290	335	---	310	307	263	308	---				
CROWN POINT	272	279	263	337	305	254	271	252	325	297	274	282	277	326	282	24.2	2.07	15.8	0.0
CUBBERLEY	276	269	288	257	274	266	278	253	257	288	288	265	281	253	299	29.9	2.23	16.8	13.6
CURIE	324	259	339	354	328	312	285	313	340	317	304	288	332	340	306	23.8	2.70	3.0	2.3
DAILARD	337	332	309	280	311	320	308	309	284	304	308	307	302	294	309	35.7	2.57	--	12.9
DARNALL	253	213	228	248	240	232	224	235	257	248	235	203	227	246	224	57.4	1.57	33.2	9.5
DECATUR	341	279	318	277	---	335	298	356	297	---	351	274	335	278	---				
DEWEY	264	266	276	256	296	269	245	265	256	281	248	245	251	233	288	57.2	1.80	30.0	5.9
DOYLE	289	335	352	294	284	298	283	330	321	262	305	317	304	332	304	25.9	2.65	11.0	17.9
EDISON	229	227	242	221	233	220	233	246	234	240	240	228	239	221	242	63.5	1.64	33.8	27.3
EMERSON	186	199	208	269	220	181	205	210	273	223	194	245	263	279	238	88.1	1.56	40.3	39.2
ENCANTO	228	242	230	243	252	226	241	222	247	255	239	239	237	251	254	58.8	2.11	26.6	5.2
ERICSON	288	302	291	325	328	280	310	316	332	319	281	305	292	309	328	34.8	2.63	3.1	0.7
EUCLID	224	222	219	232	236	210	207	237	260	256	213	229	221	242	262	79.6	1.44	37.8	27.7
FARNUM	275	305	235	278	---	260	294	251	285	---	260	281	250	257	---				
FIELD	237	239	298	269	249	259	249	287	272	285	261	236	283	255	275	36.8	2.18	19.8	13.8
FLETCHER	292	263	230	274	276	295	289	259	298	309	272	275	226	276	317	59.7	1.67	20.7	19.0

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *PUPIL ETHNIC CENSUS, 1983-84*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983-84 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

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CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

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SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
FLORENCE	260	215	257	283	300	252	216	247	278	285	236	222	227	292	307	43.9	2.04	20.3	3.7
FORWARD	298	290	356	337	---	288	271	410	350	---	294	266	376	344	---				
FOSTER	271	276	305	268	316	279	275	319	291	330	267	243	292	290	295	40.3	2.09	14.8	1.8
FRANKLIN	294	263	254	282	250	269	242	288	307	280	285	241	306	291	298	41.6	1.92	21.3	3.1
FREESE	224	224	227	262	255	215	220	225	266	271	234	257	241	259	283	83.4	1.79	22.3	1.9
FREMONT	270	283	294	329	297	272	286	309	331	302	276	310	315	309	302	48.0	2.40	18.0	11.6
FULTON	216	233	246	234	254	234	240	267	252	271	224	250	257	248	251	60.5	2.32	27.1	0.0
GAGE	289	299	293	272	300	302	291	282	293	293	288	292	271	267	282	19.5	2.32	4.9	2.6
GRANT	317	309	293	269	292	326	332	285	282	290	295	345	297	279	291	38.6	2.74	16.2	0.0
GREEN	303	273	263	323	343	278	300	282	334	348	296	324	279	304	362	47.8	2.54	12.7	1.7
HAMILTON	211	213	230	218	235	233	220	236	225	239	248	203	227	232	251	62.4	1.44	27.2	13.8
HANCOCK	243	235	251	247	230	241	241	258	253	246	249	260	256	249	236	40.8	2.17	34.7	2.7
HARDY	292	277	239	260	251	289	253	255	266	284	280	268	242	258	247	47.1	2.17	13.3	4.9
HAWTHORNE	306	291	306	294	316	288	280	295	314	333	290	293	276	280	304	45.4	2.19	12.9	0.0
HEARST	299	296	296	292	292	301	293	298	334	312	290	325	303	350	337	21.7	2.76	4.3	7.3
HICKMAN	260	272	269	301	267	265	278	300	297	287	277	289	292	284	260	42.2	2.27	8.0	2.2
HOLMES	311	266	329	266	287	279	276	315	270	287	289	268	284	271	285	18.9	2.17	5.2	2.4
HORTON	169	192	205	234	226	185	190	213	234	221	167	208	215	226	246	82.2	1.68	35.9	9.8
JACKSON	270	266	259	264	203	276	245	250	244	218	258	236	238	261	234	64.3	1.44	33.9	32.8
JEFFERSON	251	215	256	249	257	238	239	257	244	256	256	236	237	245	259	58.0	1.61	28.1	23.7
JERABEK	253	341	315	314	312	260	318	317	295	301	265	337	310	321	337	19.1	2.84	5.8	12.9
JOHNSON	219	251	302	284	313	237	257	318	300	303	219	239	260	275	287	64.9	2.11	27.8	3.6

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CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

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SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
JONES	257	253	280	292	293	259	245	268	278	316	254	226	249	265	305	30.6	2.00	15.4	0.0
JUAREZ	252	262	278	254	322	229	282	314	302	308	251	258	314	308	351	33.7	2.18	11.2	7.4
KENNEDY	185	191	198	202	246	188	195	197	219	270	189	213	214	220	281	97.7	1.21	38.7	0.0
KING	198	191	196	211	201	196	198	187	207	208	202	211	187	222	200	92.5	1.40	41.4	29.1
KNOX	190	240	249	227	211	190	238	258	233	233	185	257	266	231	234	88.1	1.66	34.3	1.1
LAFAYETTE	264	299	289	298	297	243	283	324	326	305	243	264	283	298	290	31.3	2.56	8.8	1.8
LA JOLLA	313	306	300	260	293	321	308	308	267	287	289	308	291	280	296	47.9	2.42	13.4	12.9
LEE	240	246	253	264	257	242	245	253	284	276	234	252	254	260	267	68.6	2.18	16.6	20.5
LINDA VISTA	173	192	186	224	201	180	202	187	222	211	198	233	248	248	233	81.5	1.37	42.4	31.7
LINDBERGH	254	265	300	255	258	249	267	283	255	266	249	259	269	238	246	50.9	2.20	17.1	1.0
LOGAN	174	197	221	212	248	178	178	207	224	238	178	222	218	212	252	97.6	1.24	42.1	46.7
LOMA PORTAL	306	314	296	318	314	291	316	289	305	306	293	365	317	300	300	19.0	2.68	8.0	3.6
LONGFELLOW	262	252	251	251	296	243	242	240	260	276	269	256	247	294	291	46.8	2.48	18.4	0.0
LOWELL	174	202	212	261	245	170	212	226	287	240	177	247	231	251	272	77.2	1.98	36.2	47.6
MACDOWELL	289	266	351	313	326	287	285	343	327	321	289	288	336	293	334	30.8	2.68	8.9	0.0
MARCY	298	296	340	283	369	309	287	329	318	377	313	285	349	298	374	24.1	2.86	2.5	0.0
MARSHALL	270	251	258	231	267	255	252	278	228	277	277	244	257	262	280	62.4	1.58	30.7	25.6
MARVIN	328	279	290	329	307	306	304	298	319	312	295	296	306	346	321	14.7	2.60	4.1	0.0
MASON	294	270	290	291	289	288	270	293	288	291	286	305	301	298	293	45.8	2.40	10.4	6.5
MCKINLEY	287	271	288	248	280	277	270	286	252	303	276	255	279	264	261	29.0	2.39	20.9	0.0
MILLER	254	256	268	267	265	258	244	273	267	297	246	248	254	259	257	38.9	2.59	29.1	1.2
MIRAMAR RANCH	294	309	338	309	332	300	302	334	305	307	298	271	325	298	294	24.0	2.68	4.1	12.3

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CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

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SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
MONTEZUMA	258	302	312	295	205	262	266	312	291	201	263	282	317	354	212	61.6	1.52	32.5	58.6
MUIR ALTERNATIVE	272	299	238	294	251	253	252	238	257	220	276	250	226	278	235	43.6	2.93	19.4	0.0
OAK PARK	216	213	264	288	283	220	219	283	284	285	219	211	266	293	293	48.6	1.82	17.5	8.2
OCEAN BEACH	272	270	290	300	299	255	250	274	290	291	286	265	294	289	280	37.7	1.66	27.0	31.6
PACIFIC BEACH	246	253	273	285	272	261	271	281	274	275	262	265	307	290	299	47.9	2.18	19.1	15.2
PARADISE HILLS	258	273	279	274	269	259	265	275	280	286	261	271	264	275	274	74.4	2.16	23.3	3.0
PENN	251	232	250	262	260	254	233	267	290	279	254	241	246	257	292	64.1	2.35	13.7	6.5
PERRY	271	251	263	266	292	264	254	267	272	283	273	251	270	257	283	73.7	2.22	25.1	0.6
ROLANDO PARK	277	306	289	295	317	270	300	275	302	308	268	277	287	283	277	46.6	2.08	20.9	2.6
ROSS	218	286	305	305	272	312	308	305	297	294	312	293	292	307	276	47.3	1.72	20.5	23.4
ROWAN	240	238	236	273	283	237	230	240	260	289	284	276	258	265	261	63.2	1.96	23.1	8.0
SANDBURG	301	324	306	310	338	288	317	330	320	344	286	293	310	299	348	37.0	2.44	7.5	4.1
SCRIPPS	314	258	282	294	---	293	290	300	288	---	289	293	299	261	---				
SEQUOIA	299	257	249	294	296	292	242	253	310	285	302	247	226	278	290	39.7	2.21	14.2	0.0
SESSIONS	305	342	291	278	285	298	324	277	290	310	310	314	290	305	303	19.4	2.78	3.3	0.0
SHERMAN	188	190	183	200	229	188	185	186	210	242	196	219	209	224	243	96.4	1.27	37.5	24.2
SILVER GATE	295	287	278	271	271	300	280	273	288	302	315	294	262	263	307	42.4	2.18	15.3	1.5
SPRECKELS	319	311	328	298	289	316	297	323	304	273	306	308	308	309	318	48.1	2.55	15.7	16.7
STEVENSON	220	253	243	274	251	236	283	260	284	242	238	275	251	239	229	37.8	2.19	17.6	4.8
SUNSET VIEW	258	278	278	306	294	277	287	283	311	306	275	285	268	285	298	30.1	2.46	14.2	5.8
TIERRASANTA	278	291	316	312	319	276	294	302	307	329	276	272	269	285	346	17.7	2.76	3.4	5.4
TOLER	284	297	317	391	325	292	280	323	304	277	293	291	326	385	319	21.8	2.89	4.5	3.7

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *PUPIL ETHNIC CENSUS, 1983-84*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983-84 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 3
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
TORREY PINES	360	327	304	286	335	322	300	297	286	348	342	317	348	309	315	46.2	2.33	9.2	28.3
VALENCIA PARK	185	197	230	240	234	193	200	233	238	243	191	194	244	239	249	82.8	2.09	23.7	7.8
VISTA GRANDE	296	316	327	329	362	314	338	344	349	342	307	325	327	320	340	12.7	2.79	1.5	0.0
WALKER	302	285	296	306	271	278	283	309	308	280	298	296	289	300	300	34.6	2.20	8.2	4.6
WASHINGTON	210	210	211	239	233	212	238	195	243	230	183	198	202	242	257	80.1	1.42	35.8	35.0
WEBSTER	277	300	277	287	291	258	289	295	288	295	254	300	283	286	284	58.5	1.64	18.4	3.4
WEGEFORTH	276	337	275	289	311	289	319	279	284	340	287	288	262	311	296	36.8	2.31	10.9	5.6
WHITMAN	266	300	281	305	298	264	280	271	305	309	273	298	279	269	285	28.2	2.26	13.9	4.8
WHITTIER	303	292	238	251	287	289	265	266	247	288	233	266	244	260	254	47.8	2.33	19.2	20.9

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *FIFTH ETHNIC CENSUS, 1983-84*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983-84 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

APPENDIX D

CALIFORNIA ASSESSMENT PROGRAM RESULTS BY SCHOOL

SURVEY OF BASIC SKILLS: GRADE 6

MAY 1980 THROUGH MAY 1984

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SSCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
DISTRICT	249	256	259	256	249	247	256	262	269	272	255	264	265	269	268	54.7	2.07	21.1	9.4
ADAMS	256	245	246	228	242	242	260	251	247	254	236	251	241	244	255	53.3	1.70	31.0	18.0
ALCOTT	307	281	276	260	258	286	289	282	272	275	294	268	268	270	263	37.0	1.67	15.8	21.7
ANDERSEN	260	255	270	292	293	262	246	264	273	310	269	236	260	325	297	25.3	2.46	7.9	0.0
ANGIER	246	238	258	221	296	258	284	262	250	276	251	237	241	226	264	46.1	1.80	26.4	0.0
AUDUBON	216	211	229	234	234	223	215	235	258	267	216	230	232	265	254	72.0	1.80	24.0	4.3
BAKER	168	182	193	199	208	183	203	208	238	241	181	216	213	242	235	73.8	1.31	37.5	12.1
BALBOA	178	210	175	191	199	203	223	208	227	237	204	235	216	230	232	92.3	1.34	42.0	16.2
BARNARD	253	255	262	247	269	255	255	257	256	268	280	284	272	272	271	35.8	2.02	17.3	4.9
BAY PARK	290	273	275	284	294	274	285	250	280	304	268	258	263	278	308	39.8	2.26	16.0	8.8
BAYVIEW TERRACE	269	261	260	279	291	249	255	248	276	285	242	280	262	269	298	33.7	1.73	22.3	14.9
BENCHLEY/WEINBERGER	318	364	330	280	317	308	346	340	308	326	339	364	339	272	330	35.3	2.81	13.5	9.7
BIRD ROCK	283	341	283	359	289	338	376	300	360	314	346	411	313	354	293	33.6	2.49	7.4	8.5
BIRNEY	255	255	259	229	264	260	245	263	237	285	267	225	247	245	289	50.6	1.87	29.6	20.0
BOONE	203	231	228	256	229	214	220	249	275	264	220	222	234	247	244	77.3	1.87	26.5	0.8
BROOKLYN	240	233	236	235	228	224	242	242	254	249	241	228	247	258	272	70.8	1.51	37.5	5.5
CABRILLO	239	249	263	258	199	248	267	245	262	237	252	278	280	246	240	35.5	1.68	16.2	22.0
CADMAN	244	262	255	280	249	246	245	269	280	275	241	258	282	283	270	59.6	2.07	23.6	28.3
CARSON	238	251	225	192	172	256	260	242	221	212	247	291	260	248	227	75.2	1.31	36.8	43.5
CARVER	250	261	272	277	263	238	255	266	281	268	286	271	288	284	281	50.6	1.90	23.7	6.5
CENTRAL	208	213	191	212	176	220	226	224	247	233	207	229	231	258	228	74.3	1.51	39.5	19.2
CHESTERTON	281	240	254	243	227	275	251	294	266	250	295	257	286	269	254	47.6	2.12	22.3	3.3

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CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SSCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
CHOLLAS	178	175	213	221	232	192	191	235	254	244	200	213	239	245	268	70.2	1.78	32.1	29.1
CLAY	255	255	274	266	301	245	274	253	287	318	266	274	257	264	323	37.0	2.15	14.8	4.8
CLEVELAND	285	279	293	299	---	322	275	278	288	---	352	300	303	318	---				
CROWN POINT	208	240	278	231	248	232	247	263	252	275	244	238	284	243	254	24.2	1.77	15.8	12.3
CUBBERLEY	250	253	322	261	325	255	245	288	296	328	246	247	277	263	352	29.9	2.09	16.8	0.0
CURIE	300	315	306	290	268	291	290	302	289	287	297	327	320	310	321	23.8	2.66	3.0	8.9
DAILARD	284	291	273	289	288	289	300	287	285	307	294	300	302	305	318	35.7	2.63	11.1	7.1
DARNALL	239	246	254	256	198	267	257	249	284	250	294	268	263	285	222	57.4	1.26	33.2	29.6
DECATUR	309	284	305	306	---	303	286	295	308	---	317	283	293	330	---				
DEWEY	279	244	268	268	247	284	263	258	282	276	293	283	281	264	257	57.2	2.16	30.0	0.0
DOYLE	268	310	280	322	299	259	310	274	292	299	273	303	284	290	294	25.9	2.95	11.0	2.7
EDISON	237	233	227	240	206	240	200	266	269	225	269	237	233	254	224	63.5	1.30	33.8	20.3
EMERSON	173	185	176	221	210	175	203	214	235	241	181	229	232	253	245	88.1	1.56	40.3	17.8
ENCANTO	230	263	262	248	237	228	256	262	256	261	244	267	269	265	253	58.8	1.97	26.6	3.7
ERICSON	276	279	279	284	277	265	275	280	290	296	267	288	283	284	280	34.8	2.08	3.1	1.6
EUCLID	244	237	222	215	212	235	244	232	226	241	246	251	237	244	260	79.6	1.51	37.8	32.7
FARB	246	260	253	247	240	239	259	256	260	261	235	247	251	253	251	34.0	2.31	20.2	2.8
FARNUM	286	261	295	304	---	267	250	279	297	---	254	257	311	298	---				
FIELD	272	238	228	287	268	267	235	250	296	282	304	260	226	300	281	36.8	2.27	19.8	15.4
FLETCHER	277	344	267	299	272	278	295	256	284	303	270	299	253	274	287	59.7	1.92	20.7	15.4
FLORENCE	252	279	289	280	271	283	281	309	293	279	291	267	323	285	294	43.9	2.00	20.3	11.1
FORWARD	308	258	292	258	---	276	258	280	257	---	275	273	266	262	---				

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *PUPIL ETHNIC CENSUS, 1983-84*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983-84 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SSCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
FOSTER	276	281	284	270	250	281	270	276	282	277	265	267	281	266	267	40.3	2.27	14.8	0.0
FRANKLIN	277	261	296	303	259	276	263	267	279	279	265	271	287	308	290	41.6	1.85	21.3	11.8
FREESE	216	227	241	245	250	229	234	245	268	272	239	244	255	265	276	83.4	1.84	22.3	5.4
FREMONT	248	248	253	253	273	246	232	263	255	292	263	245	251	271	247	48.0	2.25	18.0	4.5
FULTON	222	230	248	232	214	243	233	246	268	255	243	249	243	250	232	60.5	1.75	27.1	0.0
GAGE	326	296	322	296	299	281	295	316	291	298	304	305	318	318	292	19.5	2.52	4.9	1.6
GRANT	311	316	285	277	277	281	307	284	280	275	294	283	286	290	276	38.6	2.46	16.2	10.0
GREEN	280	291	256	277	260	310	302	279	307	293	293	288	268	277	303	47.8	2.55	12.7	2.0
HAMILTON	223	244	208	229	228	211	243	219	257	241	211	217	221	259	239	62.4	1.52	27.2	7.6
HARDY	300	279	326	293	289	291	249	298	304	314	297	288	319	299	328	47.1	2.62	13.3	2.8
HAWTHORNE	265	294	286	266	315	283	287	304	294	342	314	303	304	287	349	45.4	1.82	12.9	13.2
HEARST	313	309	317	295	301	306	290	297	288	310	350	349	324	305	325	21.7	2.95	4.3	2.3
HICKMAN	261	270	257	268	252	255	253	271	291	291	249	275	274	273	275	42.2	2.42	8.0	0.9
HOLMES	285	283	284	297	290	262	272	278	308	314	279	270	307	285	301	18.9	2.12	5.2	1.9
HORTON	189	182	226	213	177	220	202	230	231	228	209	229	235	236	214	82.2	1.49	35.9	7.1
JACKSON	276	245	268	249	196	275	253	248	233	229	254	251	253	239	223	64.3	1.66	33.9	33.3
JEFFERSON	245	270	255	239	228	240	236	251	251	262	241	251	275	250	248	58.0	1.98	28.1	23.7
JERABEK	313	342	280	294	268	318	317	278	289	299	300	331	275	307	272	19.1	2.70	5.8	5.4
JOHNSON	183	255	239	278	232	210	272	243	282	252	218	307	235	282	244	64.9	2.44	27.8	1.8
JONES	247	276	282	304	273	245	283	285	315	302	258	284	281	336	280	30.6	2.03	15.4	0.0
JUAREZ	257	253	326	244	246	260	273	292	276	278	298	271	321	297	297	33.7	1.79	11.2	0.0
KEILLER	266	267	226	215	213	231	252	256	240	251	227	252	227	254	248	68.0	2.25	25.3	0.0

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *PUPIL ETHNIC CENSUS, 1983-84*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983- HOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC IND.)

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SSCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
KENNEDY	182	188	203	190	200	188	209	211	230	230	172	222	219	199	217	97.7	2.00	38.7	9.3
KING	183	207	182	186	198	188	198	200	224	235	200	225	185	217	216	92.5	1.21	41.4	8.0
KNOX	194	206	203	207	206	199	217	224	239	241	210	212	207	231	247	88.1	1.81	34.3	4.2
LAFAYETTE	264	247	261	241	287	289	253	257	242	288	255	253	255	241	274	31.3	2.60	8.8	2.9
LA JOLLA	300	300	277	253	247	316	293	258	276	274	306	310	281	289	275	47.9	2.46	13.4	12.0
LEE	232	263	258	256	272	232	254	254	267	311	251	260	249	258	285	68.6	2.23	16.6	2.8
LINDA VISTA	190	211	202	202	212	195	213	221	225	237	205	242	235	242	240	81.5	1.54	42.4	24.2
LINDBERGH	240	255	265	253	251	237	255	276	280	269	239	260	249	243	254	50.9	2.35	17.1	0.9
LOGAN	182	193	182	200	205	186	203	190	227	224	191	225	222	234	238	97.6	1.18	42.1	33.9
LOMA PORTAL	322	289	307	292	287	305	246	304	305	306	318	294	304	313	308	19.0	2.54	8.0	8.1
LONGFELLOW	271	327	283	289	304	281	325	257	257	299	292	255	263	286	311	46.8	2.68	18.4	0.0
LOWELL	166	188	193	186	218	178	177	206	207	238	184	196	222	228	247	77.2	1.91	36.2	28.6
MACDOWELL	298	315	318	303	294	280	282	330	285	307	279	298	329	307	307	30.8	2.31	8.9	0.0
MARCY	337	313	321	318	[illegible]	313	306	315	326	303	343	343	324	318	312	24.1	2.92	2.5	4.1
MARSHALL	265	257	225	226	230	247	243	242	263	246	259	301	239	275	266	62.4	1.51	30.7	23.5
MARVIN	300	295	297	280	279	291	296	304	315	348	292	302	304	309	286	14.7	2.48	4.1	0.0
MASON	258	269	271	268	265	244	260	262	270	283	270	268	277	276	294	45.8	2.45	10.4	3.4
MCKINLEY	265	265	277	295	277	279	289	280	280	290	294	298	272	284	274	29.0	1.83	20.9	6.3
MIRAMAR RANCH	286	321	313	303	272	299	295	301	310	290	308	309	315	299	296	24.0	2.64	4.1	7.4
MONTEZUMA	332	271	323	294	244	306	239	310	313	275	294	239	290	263	261	61.6	1.52	32.5	42.3
MUIR ALTERNATIVE	254	276	300	293	274	227	246	265	272	291	218	243	309	272	253	43.6	2.25	19.4	0.0
OAK PARK	237	244	236	269	241	232	241	245	274	265	244	237	244	256	254	48.6	2.00	17.5	1.4

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *PUPIL ETHNIC CENSUS, 1983-84*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983-84 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SSCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
OCEAN BEACH	273	277	306	290	241	251	245	283	279	253	250	253	286	271	232	37.7	1.59	27.0	18.7
PACIFIC BEACH	276	247	261	285	295	258	246	273	265	309	270	236	278	253	281	47.9	2.38	19.1	10.3
PARADISE HILLS	253	261	256	260	257	245	258	273	283	295	252	282	268	266	270	74.4	2.20	23.3	0.0
PENN	247	240	244	247	241	231	241	253	277	269	233	242	240	255	270	64.1	2.46	13.7	8.7
PERRY	254	259	243	267	274	258	246	259	261	276	284	263	249	267	288	73.7	1.96	25.1	0.0
ROLANDO PARK	258	302	303	306	294	300	318	288	306	275	282	322	296	307	293	46.6	2.00	20.9	0.0
ROSS	270	264	280	291	---	257	288	270	298	269	239	256	265	288	270	47.3	1.89	20.5	26.2
ROWAN	203	213	260	245	268	234	241	253	250	251	214	225	250	242	262	63.2	1.67	23.1	4.8
SANDBURG	267	270	274	290	279	283	284	291	298	295	258	277	280	282	296	37.0	2.50	7.5	1.8
SCRIPPS	274	269	308	299	---	284	270	312	311	---	302	300	309	314	---				
SEQUOIA	244	247	264	254	237	256	233	250	267	240	261	289	260	284	242	39.7	1.84	14.2	8.0
SESSIONS	313	285	314	314	301	297	295	289	316	315	299	290	287	305	304	19.4	2.87	3.3	3.3
SHERMAN	166	180	163	181	195	185	193	184	208	225	192	217	213	216	235	96.4	1.46	37.5	38.6
SILVER GATE	253	274	271	271	241	270	272	273	296	291	287	301	291	289	276	42.4	2.34	15.3	1.2
SPRECKELS	298	268	297	279	244	272	277	280	270	250	287	271	282	291	282	48.1	2.32	15.7	29.5
STEVENSON	254	233	272	249	273	252	256	271	261	284	255	234	271	256	291	37.8	1.85	17.6	0.0
SUNSET VIEW	284	313	295	270	294	301	323	294	297	301	293	302	286	306	299	30.1	2.44	14.2	3.1
TOLER	300	320	299	279	267	277	307	337	296	293	290	331	330	301	287	21.8	2.53	4.5	0.0
TORREY PINES	304	280	256	298	267	306	296	255	284	301	300	302	269	311	280	46.2	2.42	9.2	6.3
VALENCIA PARK	213	204	202	207	236	232	220	214	234	267	216	222	238	221	264	82.8	1.83	23.7	3.8
WALKER	266	270	268	257	270	252	270	273	279	286	255	259	267	267	284	34.6	2.39	8.2	4.5
WASHINGTON	198	196	240	273	234	206	213	259	266	251	229	221	256	265	254	80.1	1.16	35.8	22.6

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *PUPIL ETHNIC CENSUS, 1983-84*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983-84 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 6
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1980 THROUGH MAY 1984

SCHOOL NAME	READING					WRITTEN LANGUAGE					MATHEMATICS					SSCHOOL BACKGROUND FACTORS*			
	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	1979-80	80-81	81-82	82-83	83-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
WEBSTER	229	263	262	244	218	228	241	280	277	271	250	269	266	267	240	58.5	1.67	18.4	0.0
WEGEFORTH	288	251	297	239	293	265	240	260	254	285	259	265	295	270	295	36.8	2.42	10.9	0.0
WHITMAN	255	256	291	279	287	251	267	270	300	306	258	296	300	296	320	28.2	2.00	13.9	4.7
WHITTIER	250	249	284	269	274	248	259	284	294	294	267	260	269	266	270	47.8	2.30	19.2	16.7

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *PUPIL ETHNIC CENSUS, 1983-84*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983-84 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

APPENDIX E

CALIFORNIA ASSESSMENT PROGRAM RESULTS BY SCHOOL

SURVEY OF BASIC SKILLS: GRADE 8

MAY 1984

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 8
SCALE SCORES FOR RESPECTIVE SCHOOLS
MAY 1984

SCHOOL NAME	READING	WRITTEN EXPRESSION	MATHEMATICS	SCHOOL BACKGROUND FACTORS*			
	1983-84	1983-84	1983-84	PERCENT MINORITY	SEI	PERCENT AFDC	PERCENT LES/NES
DISTRICT	252	251	263	47.5	3.07	15.9	7.7
BELL	275	278	285	69.6	3.11	15.8	1.8
CORREIA	266	267	272	38.0	3.07	19.8	5.3
EINSTEIN	261	248	265	39.9	2.99	14.1	3.0
GOMPERS	219	222	236	61.4	3.18	18.1	1.2
HALE	264	258	272	43.1	3.27	10.9	1.9
KEILLER	222	217	224	68.0	2.88	25.3	1.3
LEWIS	277	290	299	30.5	3.70	7.1	0.0
MANN	219	216	245	56.4	2.69	21.9	19.4
MARSTON	231	238	243	55.1	2.63	19.9	9.3
MEMORIAL	208	213	241	82.3	2.16	30.3	27.4
MONTGOMERY	228	227	256	63.0	2.46	28.2	20.1
MUIR ALTERNATIVE	255	242	234	43.6	3.22	19.4	2.4
MUIRLANDS	280	288	290	47.2	3.49	16.4	15.0
O'FARRELL SCPA	255	229	226	48.4	3.50	9.9	0.0
PACIFIC BEACH	279	275	284	40.5	2.98	14.4	14.4
PERSHING	226	223	248	41.5	2.89	14.0	13.2
ROOSEVELT	227	223	247	46.3	2.77	17.8	14.9
SERRA	254	239	239	33.1	3.31	10.2	0.7
STANDLEY	279	279	286	28.6	3.79	6.6	1.0
TAFT	253	260	272	30.9	3.24	14.1	2.8
WANGENHEIM	274	282	288	35.0	3.41	5.9	2.4
WILSON	232	235	252	60.5	2.49	30.8	15.3

*SCHOOL BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS *PUPIL ETHNIC CENSUS, 1983-84*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983-84 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("SEI" = SOCIOECONOMIC INDEX.)

APPENDIX F

CALIFORNIA ASSESSMENT PROGRAM RESULTS BY SCHOOL

SURVEY OF BASIC SKILLS: GRADE 12

DECEMBER 1980 THROUGH DECEMBER 1983

CALIFORNIA ASSESSMENT PROGRAM RESULTS
SURVEY OF BASIC SKILLS: GRADE 12
DECEMBER 1980 THROUGH DECEMBER 1983
AVERAGE PERCENT OF ITEMS CORRECT
FOR RESPECTIVE SCHOOLS

SCHOOL NAME	READING				WRITTEN EXPRESSION				SPELLING				MATHEMATICS				BACKGROUND FACTORS*		
	1980	81	82	83	1980	81	82	83	1980	81	82	83	1980	81	82	83	PERCENT MINORITY	PEI	PERCENT AFDC
DISTRICT	65	64	63	63	63	64	62	63	70	69	69	70	70	71	70	70	41.0	3.24	8.1
CLAIREMONT	70	70	64	65	68	68	65	62	70	72	70	68	75	76	71	69	44.8	3.02	8.4
CRAWFORD	66	66	64	63	64	66	63	63	70	70	70	71	71	73	71	70	54.8	3.23	12.6
GOMPERS	80	77	76	74	78	79	77	73	79	76	74	75	90	87	87	83	61.4	3.81	18.1
HENRY	66	67	67	67	67	68	67	66	71	72	72	72	74	75	75	74	30.7	3.53	7.0
HOOVER	60	57	55	55	61	59	53	55	65	66	65	65	66	65	63	63	60.0	2.39	15.9
KEARNY	65	64	62	60	62	61	60	58	70	68	68	70	68	68	70	68	54.3	2.92	14.5
LA JOLLA	72	70	69	71	70	71	71	71	74	72	72	73	79	78	77	77	22.7	4.18	4.6
LINCOLN	49	51	49	53	46	50	47	52	60	62	58	63	54	56	51	59	93.0	2.70	13.5
MADISON	68	65	62	63	66	63	59	63	70	70	70	69	73	72	69	72	42.1	3.17	6.1
MIRA MESA	64	63	63	65	63	62	62	64	70	70	71	72	69	70	68	70	35.3	3.13	3.7
MISSION BAY	68	66	66	64	68	65	67	62	71	72	68	69	73	72	73	70	27.9	3.32	6.5
MORSE	58	58	59	57	55	57	58	58	68	68	70	70	60	64	64	63	84.9	2.90	8.6
MUIR ALTERNATIVE	70	57	63	63	70	62	62	55	54	60	53	67	57	62	64	63	43.6	3.45	19.4
O'FARRELL SCPA	--	--	70	66	--	--	68	67	--	--	68	71	--	--	68	68	48.4	3.31	9.9
POINT LOMA	68	67	67	65	66	66	65	67	70	70	70	69	75	73	72	72	29.6	3.47	5.0
SAN DIEGO	55	54	53	51	54	53	51	53	65	62	61	64	60	58	58	58	73.5	2.49	13.2
SERRA	67	64	65	61	64	65	64	61	73	70	70	70	70	70	70	68	35.2	3.26	10.2
UNIVERSITY CITY	--	--	68	67	--	--	69	66	--	--	72	70	--	--	76	74	23.9	3.68	2.4
WRIGHT BROTHERS	58	52	51	47	50	50	50	52	64	61	56	64	58	54	54	54	51.5	2.29	14.6

*BACKGROUND FACTORS: "PERCENT MINORITY" INFORMATION WAS OBTAINED FROM SAN DIEGO CITY SCHOOLS' *PUPIL ETHNIC CENSUS, 1983-84*. DATA FOR OTHER BACKGROUND FACTORS WERE OBTAINED FROM THE 1983-84 SCHOOL LEVEL REPORTS PROVIDED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION VIA THE CALIFORNIA ASSESSMENT PROGRAM. ("PEI" = PARENT EDUCATION INDEX.)